

SOUTHEND HIGH SCHOOL FOR BOYS



RECRUITMENT PACK
For SEN Learning Support Assistant



Message from Dr Robin Bevan, Headteacher

Since September 2007, I have been delighted to serve as Headteacher at Southend High School for Boys. Every day is rewarding. I enjoy being a part of this school and helping to shape our future. Please look at our website – it will help give you a sense of our values, offers an insight into the vibrant activity that fills each week.

At Southend High School for Boys, talent is nurtured and learning is valued. Challenge is welcomed, participation is expected and achievement is prized. Pupils are happy, and prosper at the school.

As a grammar school, high academic expectations are central to our purpose, and these are sustained through an extensive programme of support and guidance. Pupils develop their confidence and enthusiasm through a wide range of creative, sporting and other endeavours.

Southend High School for Boys stands on a superb site within walking distance of Prittlewell Station and the centre of Southend. Pupils retain fond memories of their years at the school, and stay in contact for many years.

Our school preserves values and traditions from the past, and prepares pupils through a contemporary curriculum for the world of tomorrow.

"Contemporary traditions: one with future and with past"



Information about the school

Southend High School for Boys (SHSB) is an '*Outstanding*' school (Ofsted 2015), rated as outstanding against every one of the inspection criteria. It is one of four selective schools within the Borough of Southend. The main school, years 7 to 11, is single sex boys whilst the large sixth form is coeducational. It is situated thirty miles from London on the Thames Estuary and is close to main road and rail links from London, and to Chelmsford and Cambridge. SHSB has '*an ethos of excellence in both academic achievement and a wide range of activities [that] permeates all aspects of the school*' (Ofsted 2015). At SHSB talent is nurtured, learning is valued, challenge is welcomed, participation is expected and achievement is prized. SHSB is not only a lively and stimulating institution, but also a welcoming community with an open and friendly approach.

The school priorities professional learning and research. We are regarded as national leaders on employee well-being. Staff retention and attendance rates are exceptional. Our philosophy is to share good practice, encourage creativity and nurture innovation so our pupils benefit from a stimulating learning experience and our staff benefit from collaboration and professional development with like-minded enthusiastic individuals. The school is strongly committed to supporting staff in their educational research. A significant number of our staff have achieved higher degrees during their time with us. We regularly support other colleagues in other schools and have a wide-ranging professional development programme.

We were the first secondary school nationally to be accredited for the Challenge Award on three successive occasions. Assessors in the report commented: '*Southend High School lives up to its aim of 'Nurturing and Supporting Young Talents' through offering exciting and stretching opportunities for learning well beyond those offered in many other schools. Pupils make full use of these opportunities, share responsibility with staff for setting and achieving challenging targets for themselves and are proud of their achievements. Challenge is firmly embedded in all aspects of school life*'. We are also pleased to be in receipt of the Sportsmark Award, which recognises the excellent provision and opportunities given to our sportsmen. We are proud of the fact that our most able athletes have competed in international competitions, have represented England at World Schools Championships in cross-country and athletics and have won over 20 national titles in the last 10 years. Likewise, our staff is also committed to healthy living; having designed well-being programmes for staff and organised social events such as cooking classes and relaxation sessions. Members of staff are encouraged to use the sports facilities and as such, a number use the gym.

The school offers an extensive range of extra-curricular activities and has an excellent reputation locally for its music, science and drama. All pupils and staff are encouraged to get involved and to follow their interests and share their passions with others; hence, we have activities ranging from the debating society to Warhammer! In the science department there is a thriving Science Society which has well over a hundred members.

The pupils on roll benefit from modern and specialist facilities. In science we have extended a number of laboratories to cater for the increased numbers of students who have opted to follow science courses in the sixth form. Further investment has been made in ICT resources with an upgrade of computer suites as well as all classrooms having interactive whiteboards and/or projectors. A dedicated Maths building was completed in 2011 and 2018 saw the completion of our new Hitchcock building which contains a state-of-the-art library, additional teaching space and pastoral offices. The main school's admission number each year is 180, split into six forms of 30. The present teaching staffing complement is 67 full-time equivalent, with 49 support staff (full and part-time), who support teaching and learning in various capacities. Currently the school operates with 50 one-hour periods per fortnight, the school day running from 8.30am -3.30pm.



July 2019

Dear Applicant

Post: SEN Learning Support Assistant

Thank you very much for viewing this recruitment pack. The school and governing body are committed to providing a high quality service so that every child fulfils his or her potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

The governing body is committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore, that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to telephone Ms Amanda Lane, HR Manager, on 01702 606208 (or email amanda.lane@shsb.org.uk)

Applications will only be accepted on an application form (lone CV's are not accepted and will not be considered). CV's can be submitted **in addition** to the application form in order to supply additional information. Southend High School for Boys application form is located on our website www.shsb.org.uk. Alternatively please use the application forms on TES or Essex Schools Jobs if they are more accessible to you.

Please return all completed applications by midday on 26th July 2019 to amanda.lane@shsb.org.uk. The interview date will be emailed to those shortlisted. We reserve the right to interview and appoint prior to the cut-off date.

Any response will be by email; therefore, please include your contact email address together with an email address for referees where possible.

If you have a disability or long term illness that otherwise prevents you from meeting any of the essential criteria listed in the person specification, please contact us to discuss whether a reasonable adjustment can be made.

Please note that we will not be writing to those applicants who are not shortlisted. Therefore, if you do not hear from us within four weeks of the closing date you should assume that, on this occasion, your application has been unsuccessful.

We wish you all the best with your application.

Yours sincerely

Robin M Bevan
Headteacher



SOUTHEND HIGH SCHOOL FOR BOYS

JOB DESCRIPTION

Southend High School for Boys is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful applicant will be subject to a criminal record check via the Disclosure and Barring Service (DBS)

Title of Post:	Learning Support Assistant
Grade:	Band 2 Point range 3-6
Responsible to:	Headteacher, Class Teacher, SENCo
Purpose of Job:	<p>To work in partnership with class teachers to support learning in line with the national curriculum, codes of practice and school policies and procedures.</p> <p>To provide support to pupils in a particular curriculum area across the school or to support pupils with Special Educational Needs, eg, severe learning, behavioural, communication, social, sensory or physical difficulties</p>

Details of the post

This post will have a contract for as long as the EHC Plans provide the level of funding required *and* whilst the child(ren) remain at the school.

Duties and responsibilities

- Provide particular and skilled support to pupils with Special Educational Needs, e.g., autism, severe learning, behavioural, communication, social, sensory or physical difficulties **OR** provide particular and skilled support to all pupils in a particular learning area (e.g. ICT, National Curriculum subject)
- Work with individuals or small groups of children under the direction of teaching staff
- Understand specific learning needs and styles and provide differentiated support to pupils individually and within a group
- Implement planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Establish positive relationships with pupils supported
- Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher
- Support pupils with activities which support literacy and numeracy skills
- Support the use of ICT in the classroom and develop pupils' competence and independence in its use
- Promote the inclusion and acceptance of children with Special Educational Needs within the classroom ensuring access to lessons and their content through appropriate clarification, explanation and resources.
- Promote positive pupil behaviour in line with school policies and help keep pupils on task

- Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher
- To support learning by selecting appropriate resources/methods to facilitate agreed learning activities
- To attend to pupils' personal needs including help with social, welfare, physical and health matters, including minor first aid.
- Liaise with staff and other relevant professionals and provide information about pupils as appropriate
- To supervise pupils for limited and specified periods including break-times when the post holder should facilitate games and activities
- To assist with escorting pupils on educational visits
- To understand and apply school policies in relation to health, safety and welfare
- To liaise with parents in supporting pupils
- To assist with the preparation of relevant documentation e.g. EHC Plans, ISPs, PSPs, other documentation, under the guidance of teaching staff and the SENCo
- To devise strategies to help pupils' learning and behaviour
- To supervise pupils removed from the classroom
- Attend relevant training and take responsibility for own development
- Attend relevant school meetings as required
- To respect confidentiality at all times

After training there may be occasions when you will be required to assist pupils with their individual care programmes which may include some physical manipulation in the form of physiotherapy

School Benefits:

The successful candidate will be eligible for the following benefits upon commencement of employment:

- Auto-enrolment into a contributory pension scheme (TPS for teachers and LGPS for support staff)
- Free on-site parking
- Access to excellent catering facilities when the kitchen is operational
- CPD through internal and external providers
- Salary sacrifice schemes such as Cycle to Work
- Access to Occupational Health
- Eye care vouchers
- Free use of the sports facilities



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PERSON SPECIFICATION

Experience	<ul style="list-style-type: none"> ● Recent experience working with secondary age children (D) ● Experience of record keeping and assessment (D)
Qualifications	<ul style="list-style-type: none"> ● Good literacy and numeracy skills (E) ● Previous relevant experience or an NVQ Level 3 in learning support or other equivalent qualification (E) ● Good general standard of education – GCSE or equivalent (E) ● Successful completion of training in particular/specialised learning/Special Educational Needs area (D) ● Induction training for teaching assistants (D)
Knowledge & Skills	<ul style="list-style-type: none"> ● Basic knowledge of first aid (D) ● Understanding of child protection policies and procedures (D) ● Knowledge of relevant codes of practice and school policies (D) ● Working knowledge of ICT to support learning (E) ● Particular knowledge of specific curriculum area (E)
Aptitudes	<ul style="list-style-type: none"> ● Work effectively as part of a team and contribute to group thinking, planning etc. (E) ● Effective time management (E) ● Build rapport with adults and children (E) ● To be flexible (D) ● Follow instructions accurately (E) ● Use own initiative and work independently (E) ● Excellent communication skills with adults and children, verbally and in writing (E) ● Motivate, inspire and have high expectations of pupils (D) ● Creative approach to problem solving (D) ● Ability to adapt quickly and effectively to changing circumstances/situations (E) ● Work calmly under pressure (E) ● Committed to personal and professional development (E) ● Ability to critically evaluate own performance (D) ● Awareness of, and commitment to, equalities issues (E) ● Ability to record and assess pupil progress/performance etc. (D)

***D – Desirable**

E- Essential

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

1. Motivation to work with children and young people;
2. Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
3. Emotional resilience in working with challenging behaviours; and,
4. Attitudes to use of authority and maintaining discipline.

Any relevant issues arising from a short listed candidate's references will be taken up at interview.



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OUR LOCATION

Southend High School for Boys is situated in the heart of Southend On Sea, a resort town on the north side of the Thames Estuary in Essex, southeast England, 40 miles east of central London.

Southend is home to the longest leisure pier in the world (at 1.34 miles) and it is serviced by a small train and has a museum at its shore end. The Cliff Lift, a century-old funicular, clings to the hillside and offers coastal views.

Southend originally consisted of a few fishermen's huts and farms at the southern end of the village of Prittlewell. In the 1790s the first building, around what was to become the high street, were completed. In the 19th century Southend's status of a seaside resort grew after a visit from Princess Caroline of Brunswick and Southend Pier was constructed.

