



Valley College

Additional Needs Teaching Assistant Level 3

Candidate Information Pack



“Preparation for Adulthood, Citizenship and Employment”

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WELCOME FROM THE CHIEF EXECUTIVE OFFICER



Dear Candidate,

I am delighted that you are interested in our current Additional Needs Teaching Assistant Level 3 vacancy. We are very much looking forward to appointing a talented professional to join the team at Valley College.

The Sea View Trust is an inclusive Multi Academy Trust (MAT), currently comprised of three primary academies and two special schools, together with Valley College (a post-16 specialist institution). The Trust supports circa 520 staff and in excess of 2,100 students.

We are ambitious with our plans; in the next five years, we aim to further grow the Trust by developing our specialist provisions, partnering with concurring schools and, should the right opportunity present itself, open a Free School.

More detail about the role is contained in the Job Description later in this brochure. The successful candidate will work closely with the Head of College, to ensure we provide an outstanding education for our learners at Valley College and the wider Trust.

The entire Trust staff, including the Central Team, are energetic and enthusiastic about our academies and college. We work with many children and young people who are disadvantaged, either through deprivation or because of additional needs causing barriers to learning.

I do hope the information contained within this application pack will be useful to you and will inspire you to apply. Meanwhile, I would like to thank you once again for expressing an interest in our vacancy. I very much look forward to receiving your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read "A Holdsworth".

Ms Angela Holdsworth MBE
Chief Executive Officer
Sea View Trust

VACANCY INFORMATION

The Leadership team and Directors of Valley College are now seeking to appoint a suitably qualified Additional Needs Teaching Assistant Level 3 to join this hard working, skilful and dynamic team and foster our college motto of PACE, (Preparation for Adulthood, Citizenship and Employment). The successful candidate will deliver high quality, learner-focused learning for our students. Enthusiasm and commitment to join this hard working, skilful and dynamic team is essential. Staff will be required to work with a high degree of flexibility.

The successful candidates will need to:

- Be able to meet the minimum qualification standards as set out in the Personal Specification
- Have a proven track record in their continual professional development
- Be able to share and develop a vision for the College community
- Be committed to all aspects of inclusion and to advocate partnership.

We would welcome applications from any suitably qualified staff. The Trust is an advocate of professional development for all staff and there are opportunities to develop mentoring, CPD delivery and outreach skills.

Overview of the Trust and Valley College

ABOUT OUR TRUST

In Blackpool in September 2013, Anchorsholme Primary, Devonshire Primary and Park Community School (Special) converted to Academy status and formed the Blackpool Multi-Academy Trust (BMAT). The Trust then welcomed Revoe Learning Academy a short time after.

Meanwhile, in Rossendale, Tor View School (Special) converted to academy status in January 2017, to form The View Trust, a Multi-Academy Trust with one school. This status afforded more autonomy and thus enabled the Trust to open a specialist post-16 institution (SPI), a wholly owned subsidiary known as Valley College.

In November 2019, The Sea View Trust was established, borne as a result of a merger between BMAT and the equally successful View Trust. The academies and college now all benefit from a unique relationship that has developed between the schools, and the Trust is particularly proud of its 'Sponsor' status.

Each academy within the Trust currently has a dedicated Academy Business Lead and Finance Lead to manage the day-to-day academy requirements. The Central Team of Trust employees work across all the academies and college, leading on performance, compliance, operational and financial efficiencies, governance, development, and Trust growth. The Central Team also work across the other areas of the organisation.

Embrace Teaching School Hub is led by Tor View School and The Sea View Trust and serves South and West Lancashire. It is a centre of excellence for teacher training and professional development and works closely with schools across Chorley, Fylde, South Ribble, and West Lancashire to

implement the DfE's Recruitment and Retention Strategy through the delivery of the 'Golden Thread' of programmes, dedicated to supporting teachers throughout their career.

The Sea View Trust is a lead MAT (Multi Academy Trust) in the Behaviour Hub Programme. This is funded by the DfE and enables our executive team to support other MATS in creating effective and lasting behaviour culture, supporting pupil outcomes and empowering teachers.

ABOUT OUR COLLEGE

Valley College is a specialist post 16 institution (SPI) owned by and part of the Sea View Trust. As of September 2023, Valley College operates across 2 sites; Valley College at Ewood (in Rossendale), and Valley College at The Oracle (in Blackpool). Valley College (Ewood, Rossendale) is a four-day provision Tuesday to Friday. Valley College at The Oracle Blackpool is a five-day provision Monday to Friday. The college offers post-18 pathways, which have been designed to meet the needs of specific groups of Learners with Learning Difficulties and Disabilities (LLDD) on a programme of up to 3 years.

Learners on College roll are aged between 18 and 25 years, they have an Educational Health Care Plan (EHCP) identifying their needs and individual outcomes. The College uses statutory documentation alongside in-house assessment materials to baseline new learners.

Our vision for Valley College learners is to equip them with the skills to be fully included in their own community.

Our pathways are accredited, and we have formed an extensive employment network with local businesses and community organisations.

Our 3 current pathways are:

- Pathway to Independence
- Pathway to Employability
- Pathway to Employment

ABOUT OUR PROVISION

Our offer Includes:

- Individualised curriculum
- Support for personal development
- Modified curriculum resources, including multi-sensory approaches
- Speech and Language enhanced staff, including staff skilled in Alternative & Augmentative Communication
- Access to a wide range of specialist tutors including HI/VI/ASD tutors
- Staff trained in Moving and Handling with the ability to implement Physiotherapy Programmes
- Support to develop social skills, including self-regulation
- Appropriate levels of supervision, including support for less structured activities and in the workplace
- Highly trained staff offering a range of targeted strategies to enhance learner progress
- A strategic link to Embrace Teaching School Hub and Outstanding Special Learning Community with access to staff continuing professional development (CPD) and innovative pedagogy
- Structured intervention cycle; precise assessment of prior learning and skills; SMART target setting; targeted teaching; evaluations of individual outcomes

- Learner centred review process involving advocates and social care/health staff. Where relevant, incorporating mental capacity assessments
- Staff trained in a range of medical procedures.

OUR VALUES AND ETHOS

At Valley College we are committed to providing inspirational education which allows learners to realise their full potential as valued members of our society.

Our ethos is to enable learners to:

- Secure the best post-18 outcomes
- Gain supported employment or a voluntary role
- Live independently or in Supported Living
- Become valued employees and members of social groups and communities
- Engage in meaningful work-related learning and develop their enterprise skills
- Control their own lives and develop their ambitions
- Maximise independence in their community
- Achieve their aspirations.

LEARNER VOICE

Learner Voice is respecting the values, opinions, beliefs, perspectives, and culture of our individual learners in college.

How we achieve this:

- Learners elect representatives for the Learner Voice group
- Learner Voice representatives attend half termly meetings with College Leadership to discuss different topics
- Representatives from the college Learner Voice attend the Sea View Trust Learner Voice meetings
- Learner Blogs on the website
- Learner feedback forms are available.

CURRICULUM

The curriculum statement of The Sea View Trust drives the curriculum for all the Trust academies. This places an emphasis on providing a formal developmental and additional curriculum, relevant to each learner's needs.

Learners will have access to a high-quality education that helps them to play a full and active part in society. Valley College learners will be taught how to develop their independence skills in the home and help develop the capacity of learners to navigate life's opportunities and challenges through our varied curriculum.

Application Procedure

For informal discussions about Valley College, you are warmly invited to contact:

Mrs Kelly Swindells (Head of Valley College and Tor View School FE Department)

Telephone: 01706 214640 Email: office@torview.svt.org.uk

Application Form

Application Form, Supporting Information & Covering Letter.

Application forms can be downloaded from the college website <https://valleycollege.co.uk/job-vacancies> and submitted, along with your cover letter to recruitment@torview.svt.org.uk

Please refer to the applicant pack when completing the application form. Ensure you provide supporting information to demonstrate your suitability for the post. Read the advertisement and the job description to get a clear view of what the job involves as these describe the necessary skills, experience, and qualifications we are looking for. Completed applications with a covering letter are returnable to Miss Muskan Shakeel, HR Administrator by email address to recruitment@torview.svt.org.uk or by post to:

Tor View School
Clod Lane
Haslingden
Lancashire
BB4 6LR

Application Deadlines

Closing date: **Wednesday 04th September 2024, 09:00am**

Shortlisting: **Wednesday 04th September 2024**

Planned interview date: **Tuesday 10th September 2024**

Start date: **ASAP**

Shortlisted candidates are advised that they will be contacted with details of the interview process as soon as possible following the closing date.

Safer Recruitment

The Sea View Trust is an equal opportunities employer and welcomes applications from all sectors of the community. We are committed to protecting our students and staff and therefore have a rigorous recruitment process that includes assessing candidates' suitability to work with children.

The academies within our Trust are committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment. All staff will be required to hold an enhanced DBS Disclosure.

To ensure compliance with Safer Recruitment Guidelines, CVs will not be accepted.

Equal Opportunities

At our Trust we believe that all individuals are of equal value, and we are committed to equal opportunities for all. All people who work and study in the Trust have the right to be respected and valued within a safe and secure environment and not to be discriminated against on the grounds of age, class, sex, race, disability, sexual orientation and religion or belief.

Pre-Employment Checks

All offers of employment are subject to the Trust receiving:

- Proof of identity
- Two satisfactory references
- A pre-employment medical check
- An enhanced DBS disclosure
- Evidence of relevant qualifications
- A signed Code of Conduct

All support staff posts are subject to successful completion of a 6-month probation period.

Working Time and Annual Leave

- This is a part-time post, 32.5 hours per week, 39 weeks per year
- The post holder may be required to work outside of normal working hours on occasion, with due notice
- Term time only staff are to take their holidays during periods of school closure

Performance Appraisal

- The post holder will participate in the Trust's appraisal cycle
- The post holder will also contribute to performance appraisals for the staff they line manage
- Incremental payments are awarded on 1st April each year for support staff and September for teaching staff following a successful annual review
- Bonus payments are not included in the pay policy and are not awarded by the Trust

Staff Benefits

The Sea View Trust appreciates that, in achieving its' full potential, it is the staff that make the biggest difference. Therefore, to attract the best talent, we offer a competitive reward and benefits package.

Competitive Salaries

Competitive salaries are offered for both teaching and non-class-based staff, depending on the type and level of role. Pay ranges are reviewed annually and the Trust works closely with recognised Union colleagues to ensure that the pay scales reflect the national picture. Starting salaries are determined by the pay range for the role, the experience of the candidate, as well as external market conditions. The Trust is also proud to be a Living Wage Foundation employer; this helps to ensure that all our staff are treated fairly.

National Terms and Conditions

The Sea View Trust is committed to offering national terms and conditions in line with the School Teacher's Pay and Conditions document ("STPCD"), the Burgundy Book (for Teachers) or the NJC Green Book (for Support Staff). This commitment is reflected in an agreement between The Sea View Trust and the national Trade Unions and Professional Associations.

Pension Scheme

All contracted members of staff will be automatically enrolled into the appropriate pension scheme (the Teachers' Pension Scheme or the Local Government Pension Scheme). Employees do not pay tax or national insurance on their contributions and the Trust adds a generous employer contribution, which varies depending on the salary. All staff are entitled to opt-out of the pension scheme should they wish to do so.

Continual Professional Development

The Trust values the contribution of its' skilled staff team and is supportive of Continual Professional Development opportunities. Funded opportunities are upon application and subject to business need.

Holiday

The Trust recognises the importance of a good work-life balance and provide generous holiday entitlements for support staff. This entitlement is in addition to any Bank or Public holidays. If you work part-time, your holiday entitlement will be pro-rated.

Flexible and Family Friendly Policies

The Trust understands that employment policies need to be flexible and responsive to promote diversity and equality, and to attract and retain the highest quality workforce. Our Flexible Working Policy provides an opportunity for employees to request an arrangement such as a job share, a part-time role or flexibility with home working. Such requests will always be considered fairly, whilst taking account of the needs of the employee, the post, and the needs of the Trust.

Trust

The Trust is also very mindful of staff welfare and has policies in place to support staff, wherever possible, with leave for emergencies or for compassionate reasons.

Wellbeing and Occupational Health Services

The Trust has an active Wellbeing focus and is continually considering collective opportunities for staff, together with addressing the agenda for 'workload reduction.' For individual staff, colleagues may be referred to our supportive Occupational Health services and be offered access to appropriate services (e.g., physio assessment, counselling services).

The Trust and each of its settings have signed up to the DfE Education Staff Wellbeing Charter which means that we will:

- Prioritise staff mental health
- Give staff the support they need to take responsibility for their own and others' wellbeing
- Give managers access to the tools and resources they need to support the wellbeing of those they line manage
- Establish a clear communications policy
- Give staff a voice in decision-making
- Drive down unnecessary workload
- Champion and enable flexible working
- Create a good behaviour culture
- Support staff to progress their careers
- Protect leader wellbeing and mental health
- Hold ourselves accountable, including by measuring staff wellbeing

Cycle to Work scheme

The Trust's Cycle to Work scheme enables employees to purchase brand-new bicycles and cycling equipment via salary sacrifice, making tax and National Insurance savings.

Occupational Pay Policies

Subject to qualifying periods, the Trust has both an occupational maternity pay policy and an occupational sick pay policy.

Terms of the Post

Sea View Trust: Additional Needs Teaching Assistant Level 3	
Job Title:	Additional Needs Teaching Assistant (ANTA) Level 3
Pay Grade/ Scale:	Trust Grade E/SCP 12 – 19
Actual Salary:	£20,026 – £22,569 Pro Rata
Full Time Equivalent:	£26,421 - £29,777 FTE
Working Hours:	32.5 hrs per week (We strongly encourage applicants to discuss working hours to suit personal needs within the school day) Term time + 5 days Inset (39 weeks)
Location:	Valley College, Rossendale
Temp/Perm:	Permanent
Staff Responsible to:	Class Teacher/College Tutor/ Senior Support Staff
Staff Responsible for:	N/A
Start Date:	ASAP
Special Conditions An enhanced Disclosure and Barring Service (DBS) check is required for this post. Please note that The Sea View Trust are a Joseph Rowntree Foundation employer.	

Job Description

Additional Needs Teaching Assistant Level 3

Role Title	Typically reports to
Sea View Trust Additional Needs Teaching Assistant (ANTA) Level 3 Blackpool Grade E	Class Teacher/ Senior Support Staff
Information sources	Date of profile
Agreed by School Working Party Job Evaluation Panel	01.04.2021
Purpose of the role (job statement)	
To work with teachers as part of a professional team to support teaching and learning for pupils with SEND. Providing specialist assistance to pupils who need particular help to overcome barriers to learning, such as those with moderate, severe, profound and multiple learning difficulties and/or behavioural, social, communication, sensory or physical disabilities.	
Responsibilities	
<p>Key duties:</p> <ol style="list-style-type: none"> 1. Provide learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of allocated pupils with SEND; 2. Support the teacher in planning and evaluating specialist learning activities, contributing ideas to reports and maintaining records as required; 3. Work with pupils on therapy or care programmes, designed and supervised by a therapist/care professional; 4. Monitor, assess, record and report to the teacher on development, progress and attainment, under the supervision of the teacher, drawing any problems which cannot be resolved to the attention of the teacher; 5. Select and adapt appropriate resources/methods to facilitate agreed learning activities as indicated on the teachers' planning; 6. Under teacher direction, implement behaviour support/ personal development plans for pupils in accordance with teacher planning (such as Individual Educational Plans); 7. Attend to pupils' personal needs including toileting, hygiene, dressing and feeding, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate; 8. Establish and maintain positive, professional relationships with families and carers and other professionals, e.g. speech therapists under direction of the teacher who will remain the primary point of contact; 9. Under direction of teacher/ SALT or other qualified professional advise and assist pupils in the proper use and deployment of complex personal and learning aides and equipment; 10. Responsible for the careful and safe use of specialist equipment e.g. standing frames, sensory equipment; 11. Physically assist pupils in activities (may involve hoisting/lifting, where mobility is an issue); 12. Requires the regular manoeuvring of pupils with severe physical disabilities; 13. Maintain confidentiality and adhere to safeguarding procedure; 14. Working with individuals, groups and/or whole classes of pupils where work is regularly interrupted, which requires switching from one activity to another. <p>Additional Needs Teaching Assistants in this role may also:</p> <ol style="list-style-type: none"> 1. Administer medication in accordance with an agreed plan under direction of healthcare practitioner and following appropriate training; 2. Support the development/oversee the work of other support staff as directed by the teacher; 3. Support pupils in using basic ICT; 4. Be responsible for the preparation, maintenance and control of consumables; 	

5. Invigilate exams and tests;
6. Support pupils as part of a planned inclusion programme;
7. Escort and supervise pupils on educational and out of school activities;
8. Prepare and clear up the learning environment and resources and contribute to maintaining a safe learning environment, including photocopying, filing and the display and presentation of pupils' work;
9. Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas;
10. Work with pupils not working to normal timetable;
11. Provide short term cover supervision of classes;
12. May demonstrate own duties to new or less experienced staff.

Personal Attributes required (on the basis of the job description)	Essential (E) or Desirable (D)
Qualifications	
• NVQ level 3 or above qualification appropriate to the post (or equivalent)	E
• Level 2 or equivalent qualification in English/Literacy and	E
• Mathematics/Numeracy	
Experience	
• Previous and substantial experience of working with children with SEND	E
• Previous and substantial experience of working in a relevant classroom/ environment	E
• Experience of supporting pupils with challenging behaviour	D/E
• Experience of working in Special School/Relevant Key Stage	D/E
Knowledge/skills/abilities	
• Ability to relate well to children and adults	E
• Ability to work constructively as part of a team; understand classroom roles and responsibilities and your own position within these	E
• Good communication skills	E
• Ability to communicate effectively with parents/carers	E
• Ability to supervise and assist pupils	E
• Time management skills	E
• Organisational skills	E
• Knowledge and understanding of classroom roles and responsibilities	E
• Understanding of the concept of confidentiality	E
• Administrative skills	D
• Knowledge of strategies, for example numeracy and literacy	E
• Ability to make effective use of ICT to support learners	E
• Ability to assess children's development	E
• Ability to deliver work programmes	E
• Flexible attitude	E
• Understanding of principles of child development and learning processes	E
• Ability to self-evaluate learning needs and actively seek learning opportunities	E
Other	
• Commitment to undertake continuous professional development	E
• Commitment to safeguarding and protecting the welfare of children and young people	E