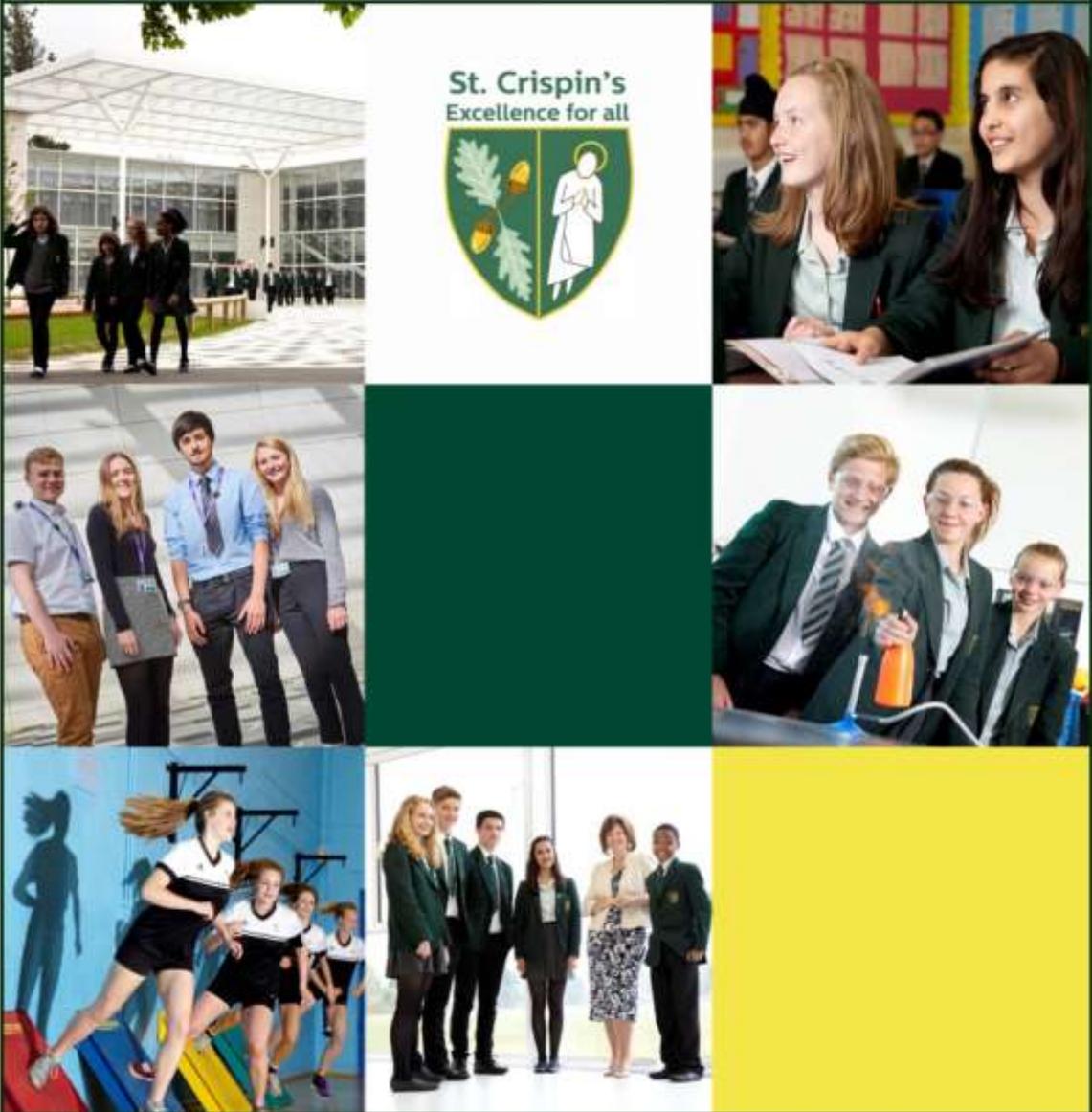


Recruitment Pack



HLTA

St. Crispin's specialist ASD resource



St. Crispin's School is part of The Circle Trust, company number 11031096,
registered at St. Crispin's School Wokingham, Berkshire, RG40 155 Tel: 0118 978 1144





HLTA

St Crispin's School

Headteacher:

Ginny Rhodes

NOR 1130, 11-18

Mixed Comprehensive, London Road, Wokingham, Berkshire RG40 1SS

Tel: 0118 978 1144

www.crispins.co.uk

HLTA

Students with barriers to learning

For 1st May 2019, Grade 5

Monday – Friday 8.30am – 4pm - term time only + INSET days

We have an exciting opportunity for an HLTA for our Autistic Spectrum Disorder provision “The Oaks.”

You will oversee the day-to-day operational work of the department, managing a team of Learning Support Assistants who provide support and structure for young people with an ASD diagnosis. The role will also include working with small groups of students under the direction of a qualified teacher and supporting our SENCO in planning and delivering lessons that support additional learning requirements.

The Oaks is not a special school nor is it an isolated resource but rather acts as a conduit to facilitate students' access to mainstream education.

If you have knowledge and/or experience of working with students with learning barriers at primary, secondary or special school setting we would love to hear from you.

St. Crispin's ethos of “Excellence for All” encapsulates our commitment to do the very best for both students and staff. We are a high-attaining school with student behaviour described as exemplary (OFSTED 2017.) If you are looking for a vibrant learning environment with many opportunities to maximise your potential, be motivated and inspired, we would love to hear from you.

Visits hosted by our SENCO are warmly welcomed!

To apply: Complete the application form available at www.crispins.co.uk/vacancies and email to Mel Knight – knightm@crispins.co.uk

For more information contact: Mel Knight on 0118 978 1144 or email: knightm@crispins.co.uk

Closing date: 9am, Monday 1st April – Application form and letter of application to the Headteacher.





Job Description

Salary Grade 5

Terms and conditions

Hours per week: 31.66, term time only + INSET days 8.30am – 4pm Monday – Friday.

Aim and main purpose of the job

Coordinate and support the day to day effective and efficient running of The Oaks.

General Accountabilities

Support for pupils:

1. Help pupils who need extra support to complete tasks; individually and in groups.
2. Establish productive working relationships with pupils, acting as a role model and setting high expectations.
3. Support the welfare and inclusion of pupils in all aspects of school life, whilst recognising and responding to their individual needs.
4. Encourage children to become independent learners.
5. Assist in the educational and social development of pupils under the direction and guidance of the SENCO.

Support for the curriculum and under the direction of the SENCO or Deputy SENCO:

1. Deliver small group or one to one learning activities to pupils, within an agreed system of supervision, adjusting activities according to pupil responses/needs.
2. Deliver local and national learning strategies e.g. literacy, numeracy, AfL.
3. Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.

Other

1. Maintain confidentiality about home - school / pupil - teacher/ school - work matters.
2. To follow statutory guidance and school policies including child protection and safeguarding.
3. Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
4. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
5. Contribute to the overall ethos and aims of the school.
6. Participate in relevant professional development.
7. Any other duties reasonably required by the Headteacher.

Specific accountabilities

8. Oversee the day to day operational work of the department - this includes but is not limited to:
9. Being point of call for parents/carers of students in the department.
10. To organise and oversee the student timetables.
11. Organising and maintaining all aspects of the department space.

Details of Line Management

This post is line managed by the SENCO.

Notes

Whilst every effort has been made to explain the accountabilities of this post, each individual task undertaken may not be identified.

This job description is current, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.





Personal Specification

Key Criteria	Essential	Desirable
Qualifications and Training	<p>Good literacy/numeracy skills.</p> <p>Supervisory skills.</p>	<p>HLTA standard or equivalent qualification or experience.</p> <p>Training in relevant strategies e.g. behaviour management, special needs, bi-lingual, signing. etc.</p> <p>A relevant degree.</p> <p>Have undertaken appropriate first aid training.</p>
Competence Summary (knowledge, abilities, skills, experience)	<p>Will have an evident skills base in engaging, motivating and inspiring young people to learn, progress and achieve.</p> <p>Will have an evident skills base in learning, small group teaching and assessment methods.</p> <p>Will have knowledge and/or experience of learning and teaching pupils with additional needs within either a primary, secondary or special school setting.</p> <p>Knowledge of how to differentiate curriculum materials.</p> <p>The ability to organise and maintain effective record keeping.</p> <p>Able to form positive relationships with pupils while exercising authority in the classroom.</p> <p>Experience of working with pupils with additional needs.</p> <p>Able to use ICT to effectively support learning.</p>	<p>Working knowledge and experience of implementing national curriculum, relevant learning programmes/strategies and understanding of child development and learning processes (in particular barriers to learning).</p>

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	<p>Good interpersonal skills, with the ability to communicate clearly and respond sensitively to others.</p> <p>The ability to work independently and as part of a team.</p> <p>The ability to act upon advice and guidance.</p> <p>A commitment to the role and on-going professional development.</p> <p>Able to work with pupils within an agreed behaviour management policy.</p>	
Work related personal requirements	<p>Commitment to equality of opportunity.</p> <p>Commitment to continuing professional development.</p>	
Other work requirements	<p>Suitable to work with children.</p> <p>Able to identify own training needs and actively seek learning opportunities, share knowledge with others, support their development and participate in training and development activities.</p>	





Learning Support Department Information

Thank you for your interest in joining the Learning Support Department at St. Crispin's.

St Crispin's School is committed to inclusion. We work closely with our primary feeder schools so that we have a clear understanding of the individual barriers to learning that the young people joining us have. This enables us to offer the best possible support for students transitioning to us. We recognise the importance of early intervention and the Learning Support team works closely with every department to ensure the needs of all students are met. The work that we do, therefore, impacts on every department in the school and across all key stages.

The Learning Support Department is an enthusiastic, forward-thinking and flexible team who are committed to raising standards and supporting a wide range of pupil needs. I encourage my staff to develop their skills in areas of particular interest and allow them to grow in their roles.

The range of special educational needs and disabilities (SEND) that we support at St. Crispin's is vast and comes from all four areas of need outlined in the Code of Practice for SEND. There are currently over 50 pupils with a diagnosis of ASD, our largest area of SEND within the school. Forty students have an Education, Health and Care Plan/Statement of Special Educational Need and a further 80 are on our SEN register.

In addition to our work in the mainstream, we have a number of students that join us in Year 7 with achievement and attainment significantly below that of their peers. These young people study English, Maths and Humanities in a literacy and numeracy rich environment, at an appropriate pace and differentiation to meet their needs and enable them to make progress. They also receive additional support for literacy and cohort based needs such as social skills.

Our specialist resource for young people with autistic syndrome disorder (ASD) opened in September 2017. This has added another important element to our work with young people with SEND. The Oaks currently has three students in Year 7 and five in Year 8. They have the resource area as their base. We welcome a further five students in September and hope that, with our support, they will have a successful time at St. Crispin's.

It is not essential that you know about all of these SEND as we can provide training as needed, however, there are certain characteristics that will make you a successful member of our department. These include empathy, patience, a good sense of humour, flexibility, proactivity and teamwork skills.

You are very welcome to visit the school should you like to see the department first hand before you make an application, which I hope that you will go on to do.

A handwritten signature in blue ink that reads 'Rebekah Brumby'.

Rebekah Brumby
SENCO & Head of Department



The Oaks

The Oaks is a specialist resource at St Crispin's School providing support and structure for young people with an Autistic Spectrum Disorder (ASD) diagnosis. The Oaks is not a special school nor is it an isolated resource but rather acts as conduit to facilitate students' access to mainstream education. Our school vision statement, "Excellence for All", wholly encapsulates the ethos of our specialist provision. The Oaks itself is a resourced space, staffed with specialist colleagues to deliver planned intervention to support a young person. The resource caters for five students in each year group. Support is designed to remove barriers to learning by, for example, reducing sensory overload or anxiety. Additional to the provision given to all students, those admitted to St Crispin's through The Oaks may also have support from external services such as occupational therapy, speech and language therapy and/or an Educational Psychologist.

Our Way of Working

We recognise that all young people are unique individuals and that ASD presents in many different ways. Our priority is preparing young people for adulthood. We want our students to thrive reaching their full academic potential as well as making progress in their individual area of need and as such, students have access to a wide and appropriately challenging curriculum delivered by high quality teaching. St Crispin's is an inclusive school. The Oaks is not in a separate building away from the school and our ambition is for all young people to be fully integrated and part of the whole school. All students at St Crispin School will access the mainstream curriculum, including students who will be supported by The Oaks. All students will be members of a tutor group and will take part in tutor events, assemblies and personal, social and health education. We encourage all our students to take part in a wide and rich variety of experiences to develop into well-rounded confident young men and women. For members of The Oaks in particular, we give priority to facilitating the participation in a full range of opportunities including support to take part in educational visits and special events.

Routines For lessons

Each student will have a two-week timetable and five lessons each day. At Key Stage three students will study a wide range of subjects including English, maths, science, PE, religious studies, history, geography, computing, art, drama, music, modern foreign languages and design and technology. At Key Stage four students will be able to continue with the core subjects of English, maths, science, PE and religious studies and will also be able to study four option choices. More details about the curriculum can be found on our website. The Oaks rightly gives additional focus and support to prepare students for their next steps in life, whether this is in St Crispin's Sixth Form or a Further Education College, and later for the world of work. The Oaks will guide and give advice to students on the key transition points in compulsory education, Post 16 education and then on to adulthood. Further information can be found on the school website.

Recruitment Privacy Notice

Policy Statement

St Crispin's School is an Academy school within The Circle Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their "personal data". This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual's personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual's personal data is known as "processing".

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

Following shortlisting stage, and prior to making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*

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- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks, which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Academy to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

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We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail, please see our Retention and Destruction Policy.

If you are unsuccessful, we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

Debra Briault. St Crispin's School, London Road, Wokingham. RG40 1SS briaultd@crispins.co.uk

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact

Debra Briault. St Crispin's School, London Road, Wokingham. RG40 1SS briaultd@crispins.co.uk

The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However, an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

Contact

If you would like to discuss anything in this privacy notice, please contact The Circle Trust Data Protection Officer. Mr A Hinchliff, c/o St Crispin's School, London Road, Wokingham, Berkshire. RG40 1SF
andy@thecircletrust.co.uk

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