



Our vision



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Headteacher: Gail Weir

11th October 2018

1 x Full Time Teaching Assistant – Fixed term

Hours: 32.5 hours per week x 39 weeks per annum
Actual salary range: £15,443 - £15,802 p.a. inclusive (Scale 3)
Start date: Monday 3rd September 2018
End date: 31st August 2019
Contract: Fixed contract

As you know we have an exciting new opportunity and we wish to recruit three full time Teaching Assistants to work with pupils with severe and profound learning difficulties. Proven skills and abilities of working in similar environments would be an advantage.

I am pleased to provide information pertaining to the vacancy at Waverley School. Please find enclosed details on the School, an application form, Person Specification, a job description and our Recruitment and Selection Policy Statement.

All Teaching Assistants are appointed on a Scale 3. There is automatic progression to Scale 4 after the person has completed 4 years of employment at Waverley. Relevant work in Special Schools will be taken into consideration but will not necessarily count towards the 4 years.

Previous experience of working in a special school and/or within mainstream primary provision would be advantageous. The ability to work in a team is essential. Duties are as outlined in the Job Description.

All candidates will be short listed based on an application form scored against the essential and desirable criteria as stated in the person specification. Candidates who only submit a CV will not be short-listed. Candidates should assume they have not been short listed if they have not heard within 4 weeks of closing date unless they provide a SAE.

Application forms should be returned to the school enquiries@waverley-school.com

Closing Date: Monday 11th June 2018 (12 noon)

Interviews: Friday 15th June 2018

Start date: Monday 3rd September 2018

Yours sincerely

Gail Weir
Head teacher



JOB DESCRIPTION

POST TITLE: Teaching Assistant
LOCATION: Waverley School
GRADE: Scale 3-4

PURPOSE OF JOB

To provide support to pupils and students at Waverley School, all of whom have severe or profound multiple learning difficulties and may have physical disabilities.

RESPONSIBILITIES

To provide care, welfare and support in the education of pupils and students to enable them to participate and develop their abilities in a caring and challenging environment. To be a team member of a class and a department as well as the whole school.

DUTIES

1. General Assistant/Classroom Support
 - 1.1 Provide support in the classroom, under the direction of the class teacher, for all aspects of learning appropriate to the age and ability of the pupils and students.
 - 1.2 Assisting teacher in implementing individual education plans either in groups or on a one-to-one basis. This may include the provision of practical and educational assistance in PE, swimming and hydrotherapy.
 - 1.3 Maintaining the classroom and equipment in a tidy condition, including the hygienic maintenance of pupils equipment and accessories.
 - 1.4 Encourage communication and language skills. This may include working with children on programmes devised by speech therapists, eg: signing and speech, and will therefore require an understanding of pupils who use non-verbal communication.
 - 1.5 Assist with the physical management of pupils and students who have physical disabilities. Understand and implement the lifting and handling procedures, including the use of electric hoists. All classes have pupils who will require lifting, handling and positioning throughout the school day.
 - 1.6 Under the direction of a physiotherapist, implement individual physiotherapy programmes.
 - 1.7 Assist in the delivery of programmes, which have been prepared by specialist teachers for pupils with visual and/or hearing impairments.
 - 1.8 Contribute to record keeping by recording observations of pupils and students during the school day.
 - 1.9 Receive pupils and students from the buses in the morning and to assist them to their class. At the end of the day to supervise and assist the pupils while in the School Hall and when boarding the bus.
 - 1.10 Assist pupils and students at lunchtime on a one-to-one basis or in a small group. Specialist attention is required for many pupils who are unable to eat without assistance. This may involve following an eating/drinking programme devised by the Speech Therapist or Occupational Therapist. Supervise pupils in the playground or within a classroom at mid-morning break and at lunchtime.
 - 1.11 Support the teaching staff where necessary in the supervision and assistance of children moving around the school. Assisting pupils with mobility difficulties, e.g. using wheelchairs, walking aids, etc.
 - 1.12 Assisting with off-site educational visits, eg: shopping trips, library visits, etc on a one-to-one and/or group basis. This may occasionally involve residential visits on a voluntary basis. Collect personal equipment or medication needed during the trip, under the direction of the relevant teacher.
 - 1.13 Assisting the class teacher with the supervision and training of students on placement.
 - 1.14 Supporting pupils and students on integration placements and college links and to be familiar with the School's Integration Policy.
 - 1.15 Maintain the toilet area in a clean and tidy condition. Assist in the end of the day organisation including the cleaning of Arjo benches, toilet seat inserts and disposing of soiled gloves and aprons.
 - 1.16 Drive the school minibus, or own vehicle, on a voluntary basis, after school and Borough requirements have been met. Assist the teacher in ensuring that all pupils/students are seated appropriately and safely.
2. Welfare and Individual Needs of Pupils and Students
 - 2.1 Assist with the personal needs of the pupils and students ensuring that the dignity and privacy of the pupils is always maintained. This will include, for the majority of pupils, toilet training and hygiene programmes and dealing with incontinent pupils. Understand and implement the School's hygiene policy and use hoists as required.
 - 2.2 Under the supervision of a teacher, occupational therapist or other professionals, encourage appropriate social behaviour both in School and on off-site trips, including implementing eating programmes.
 - 2.3 Assist implementing Personal, Social and Health Education (PSHE) programmes for all pupils including changing, washing and/or showering pupils as necessary, encouraging independence skills.
 - 2.4 Be fully aware of the child protection procedure of the School and to report any concerns regarding pupils safety and welfare to the Headteacher or designated child protection teacher immediately.

3. Contact with Parents and Others
 - 3.1 Liaise with school's transport escorts and drivers regarding the safe arrival and departure of all pupils and students.
 - 3.2 Liaise with the School Nurse, Speech and Language Therapist, Physiotherapist, Occupational Therapist, Premises Manager and administration personnel regarding individual children.
 - 3.3 Attend staff/team meetings/development sessions before or after school, as required, with the class teacher or Head of Department, as part of a team approach to pupil support. To attend the Support Staff meetings once a month with the Headteacher.
 - 3.4 Act as an escort, as required, if pupils need to be taken to hospital or home.
 - 3.5 Liaise with other school staff as necessary. Be familiar with the internal telephone and paging systems to ensure relevant staff can be contacted quickly in an emergency.
4. Medical Support
 - 4.1 Be aware of pupils medical conditions including allergies and epilepsy and the procedures prescribed for individual pupils.
 - 4.2 Contact the School Nurse immediately if a pupil/student requires first aid.
 - 4.3 To receive training from the School Nurse on administering prescribed medication or medical procedures as necessary, ensuring the school's policy on the administration of medication is adhered to.
 - 4.4 Assist the School Nurse when attending to pupils/students who are fed via naso-gastric or gastrostomy tubes.
5. Other Duties
 - 5.1 Provide such basic clerical support as is necessary, e.g. duplication of materials.
 - 5.2 To be familiar with the School's policy on security and to ensure it is adhered to.
 - 5.3 To ensure that duties are undertaken with due regard to the Council's Health and Safety Policy and to their personal responsibilities under the provisions of the Health & Safety at Work Act 1974 and all other relevant subordinate # legislation.
 - 5.4 All staff have a responsibility to ensure they familiarise themselves with the risk assessments and Individual Behaviour Plans (IBP's) for all the pupils they work with. Staff must ensure they follow the safe systems of working outlined in the Risk Assessment and IBP.
 - 5.5 Providing any necessary assistance with school events, e.g. parent meetings, fund raising events and social events on a voluntary basis.
 - 5.6 Participate in any necessary training, both on and off-site including INSET days.
 - 5.7 Any other temporary duties, as determined by the Headteacher or Governors, which are consistent with the basic objectives and/or duties of the post.

All schools in Enfield are committed to safeguarding and promoting the welfare of children and young people and anyone working in Waverley is expected to share this commitment.

March 2016

PERSON SPECIFICATION**SCHOOL: WAVERLEY****JOB TITLE: TEACHING ASSISTANT****SALARY: SCALE 3**

ITEM	ESSENTIAL (minimum standard required)	DESIRABLE (optional extras)	HOW MEASURED *
QUALIFICATIONS		5 GCSE's including English	A
Educational		Early Years qualifications	
Training	Willingness to train, if necessary	First Aid training	A/I
SKILLS	Ability to demonstrate positive attitudes to children with severe learning difficulties.	Life Saving training (swimming)	A/I/T
	Ability to work within a team	Knowledge of sign language.	T
KNOWLEDGE	Understanding/knowledge of child development	Understanding of educational needs of pupils with severe learning difficulties	A/I/T
	Understanding of child protection procedures.		
EXPERIENCE	Work with children	Experience of children with special needs	A/I
		Experience of working in a multi-disciplinary team.	A/I
MOTIVATION/PERSONAL QUALITIES	Discreet/confidential	A sense of humour	A/I
	Ability to act on own initiative	Organised and good time keeping	A/I
	Ability to communicate with a variety of people, including the pupils		I/T
	A good health record		R

A = from application form I = at interview T = practical task R = from References

WAVERLEY SCHOOL

Waverley is a day school which caters for pupils with severe, profound and multiple learning difficulties whose ages range from three to nineteen years old. Some pupils have additional difficulties which may include visual, hearing, physical and medical. The School moved to purpose built, single storey premises in September 1991. The Primary sector has two departments; Primary 1 & Primary 2 while the Secondary 3 & Secondary 4 departments form the Secondary sector.

Each department consists of 3 or 4 classrooms, 2 Quiet Rooms, a kitchen, toileting areas and indoor and outdoor play areas. Each class has a class teacher, 3/4 teaching assistants and approximately 8 pupils. Classes in the Early Years Department are also supported by Nursery Nurses.

Each department reflects the general philosophy of the School but also has an individual approach appropriate to the age and needs of its pupils. In the Early Years pupils have access to a wide range of experiences that would be available to all children of this age, whatever their abilities. These early experiences are built on and developed throughout the School and, when they enter the Upper department, additional emphasis is placed on independence and leisure skills, personal development, work experience and self-advocacy. All pupils leave with accreditation through the EQUALS programme.

The Curriculum

The curriculum at Waverley School ensures that all individual needs are met. We work within the National Curriculum framework and we firmly believe that our pupils require a broad, balanced and differentiated curriculum. Therefore, for most of the pupils the wider curriculum is offered, taking in PSHE, physical and play and leisure. We aim to ensure that every child has full access to his/her environment and that learning experiences are delivered in motivating, challenging and age appropriate situations.

Staffing

We have a teaching establishment of 20.2 FTE. This includes the Head Teacher, Deputy Head and four Head of Departments. There are approximately 50 support staff working in classrooms, a Teaching Assistant for Creative Development, three Admin staff, three Premises staff, a Life Guard, 7 cleaning staff and 27 lunchtime supervisors. We also have the benefit of input from a wide range of outside agencies, many of whom are based at Waverley School:

School Nurses	Physiotherapists	Dietician
Speech and language Therapists	Occupational Therapist	Music Therapist
Educational Psychologist	Schools Medical Service	
Teacher for the visually impaired	Teacher for the hearing impaired	

Terms and Conditions

Our Support Staff are paid according to the pay scales set by the London Borough of Enfield and agreed by the Governing Body. A copy of the National and Local Terms and Conditions of Service applicable to Administrative, Professional, Technical and Clerical services can be obtained from Enfield Educational Personnel Department at the Civic Centre, (020 8366 6565). A copy of the School's Pay Policy can be obtained from the School on request.

Support staff can contribute to the London Borough of Enfield Pension Scheme which is a final salary scheme. Employees contribute 6% of their salary and the school currently contributes 13.6%.

RECRUITMENT AND SELECTION POLICY STATEMENT

Working in Schools in the London Borough of Enfield is fulfilling and demanding and we value all who work in our School. There are a wide variety of schools in the Borough from small primary to large secondary to special schools.

Enfield Schools are committed to attracting and retaining a workforce representative of the local community and ensuring equal access to our jobs at all levels and to develop all employees to their full potential. Therefore, we put much emphasis on the support that we give through our Continuing Professional Development (CPD) programme.

We are committed to equality of opportunity for all. We do not discriminate on grounds of age, colour, disability, ethnic origin, gender, HIV status, immigration status, marital status, social or economic status, nationality or national origins, race, religious beliefs, responsibility for dependents, sexual orientation, trade union membership or unrelated criminal conviction. As an employer serving the community, we strive to eliminate racism, sexism and all forms of discrimination, recognising that this requires not only a commitment to remove discrimination, but also action to redress inequalities produced by past discrimination. Details are set out in our Equal Opportunities Policy which can be obtained from the School on request.

We are committed to safeguarding and promoting the welfare of children/young people. We expect all staff and volunteers to share this commitment and to play a full and active part in protecting our pupils from harm. Our Safeguarding Children in Education Policy can be obtained from the School on request.

Our school is committed to valuing and developing our workforce. We encourage staff to undertake qualifications, other assessed education and training relevant to the School's needs. This commitment is designed to provide the school with trained, qualified and committed staff, as well as opportunities for individual career development and personal growth.

What we expect from you

The community we serve deserves the highest standards of teaching and care for our pupils and students and behaviour from all our staff. We will expect you to promote:

- The highest professional standards,
- Harmonious working relationships,
- The school's vision and values.

How to apply for a job in a school

We recognise that applying for jobs can sometimes be daunting. We want our recruitment process to be clear and easily understood. These guidelines have been prepared to help you understand our approach to recruitment and so that you know what information we need from you.

What we want to achieve in the recruitment process

Quite simply, we want to appoint the best person for the job, in a manner that is fair to all applicants. Our application process aims to ensure we have sufficient information to make timely, fair and equitable decisions that are based solely on merit. As such we aim to give you the opportunity to provide up to date information about your abilities and experience, as they relate to the post you are applying for. In this pack you will find a job description and person specification. These are key documents which give you information about the job, the skills and other attributes that we believe are necessary to make a success of this role. We advise that you consider them carefully before you decide whether to apply.

The Person Specification

This describes the skills, abilities and experiences that we think are needed to do this job successfully. You should think about this carefully when writing the supporting statement part of your application form. We use the person specification as a benchmark against which we assess all candidates. You should therefore make sure that your supporting statement demonstrates how your previous experience, skills, qualifications and abilities match all those on the person specification. What you write in your statement will be used to decide whether you should be put on a shortlist of candidates for interview. Please note that if there are a large number of applicants who meet the essential criteria for the job then the desirable criteria may be used to shortlist.

The Job Description

This aims to give you a full description of the main purpose of the job. The list of duties is not exhaustive, but provides an overall summary of the scope of the job, and what we will expect of the successful applicant.

Completing the Application Form

Remember, the application form is the only information we have about you, and it is your opportunity to demonstrate that you are able to meet the requirements of the job. You should carefully describe the kind of work you have done, and relevant experience that you have had. Do this in terms of your actual roles and responsibilities (for example in a project, work area or team) and give examples where possible. We want to know about your individual achievements, not those of your organisation! Any experience gained outside of paid employment may be equally relevant, so give considerable thought to this area. Describe any relevant skills, experience and knowledge which you use or which have helped you develop. You may find it helpful to list each of the person specification criteria as a separate heading and explain how you meet that criterion. When outlining your skills and abilities, try to give examples of your successes and achievements. Simply saying 'I have an understanding of....' is not enough.

Ensure that you list all your previous employment including any gaps and use a separate sheet if necessary. It is important that you provide this information for child protection purposes.

Ensure you set out the information you are providing in a well organised, logical and concise format. Provided the information is set out clearly, it is not necessary to type, but please write clearly in black ink.

References

All appointments are subject to the school receiving satisfactory references, and the application form asks you to identify two individuals for this purpose. References will normally be taken up prior to interview unless you indicate on the application form that you do not wish to have them taken up at this stage. Your referees should have first hand knowledge of your work skills and abilities and when possible have been your direct line manager. We require your present or most recent employer to be one of the referees wherever possible. In this case, it is essential that any referee you give is authorised by the organisation to provide a reference. If you are a college or school leaver then please provide a teacher/tutor as your referee. If you are returning to work after a career break or are seeking employment in the United Kingdom for the first time, and you are unable to use your last employer for a legitimate reason (e.g. company no longer exists), consider who could give an appropriate reference under the circumstances. For example, a reference from an organisation where you undertook voluntary work would be helpful. Alternatively, someone who knew you as a colleague may provide a reference. If you are in any doubt about this, please explain your situation to the school as personal references do not provide objective information for a working situation.

When you return your application form please indicate whether you have a disability. We need to know this as we offer a guaranteed interview to all applicants with a disability (as defined by the Disability Discrimination Act) if you meet all the essential criteria for the job. Please also indicate whether you require any special aids, adaptations or conditions for your interview.

A Final Word

Your application form is the only information we will have about you. It's your selling point before an interview, so take care when completing the form. Keep a copy of the completed form with the Job Description and Person Specification, and any other details for future reference.

MANAGEMENT STRUCTURE

There are various groups in the School that contribute to the organisation and management structure of the School. These are:

The Senior Management Team

This is made up of the Headteacher, Deputy Head and an Assistant Head. This group has responsibility for the daily management of the school and for leading the staff in forward planning.

Department Teams

Department teams meet at least once a week. Not all meetings involve support staff.

There is usually a morning briefing meeting at the beginning of the week and a longer meeting after school on either Tuesday or Thursday.

Curriculum Co-ordinators

All teachers have responsibilities for subjects or areas appropriate to their department. They do not have any direct responsibility to other departments but will have opportunities to meet with their counterparts from other departments to ensure continuity. They have responsibility for monitoring and co-ordinating their area.

PPA TIME

All teaching staff have non-contact time in line with PPA. The Teachers Resource Room is available to use by all staff where there are many facilities including internet access.

Induction

All teachers, in their first year at Waverley, have access to a comprehensive induction period. The content depends on the persons experience but follows the same basic programme. Each person has an additional non-contact time for induction each week during their first year.

Terms and Conditions

A copy of Teachers Terms and Conditions can be obtained from Enfield Educational Personnel Department at the Civic Centre, (020 8366 6565). A copy of the School's Recruitment Policy and Pay Policy can be obtained from the School on request. Please telephone the School Office.

Shortlisting

All candidates will be short listed on the basis of an application form scored against the essential and desirable criteria as stated in the person specification. Candidates who only submit a CV will not be short-listed. Candidates should assume they have not been short listed if they have not heard within 4 weeks of closing date unless they provide a SAE.

Feedback will be automatically offered to internal candidates and provided to external candidates if requested.