**Job Application Pack**

**Darland High School**

**Emotional Support Practitioner**



Headteacher Joanne Lee

**£21,166— £22,462 FTE**

**£14,362 - £15,242 pro rata**

Full time (30 hrs per week), Term Time (plus training days)

Closing Date:

12:00 noon, Friday 10th July 2020

Interviews will be held the following week



**Darland**

**High School**

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**Letter from the Headteacher**

Dear Colleague,

Thank you for your interest in working at Darland High School.

I am immensely proud to be the Headteacher here at Darland and I want everyone who comes to DHS to be an equally proud member of our family. Our work is about making a real difference to the lives of children so that they in turn make a discernible difference to their communities, our town and our world.

We serve a diverse community in North East Wales, ranging from high levels of disadvantage and deprivation to affluent areas of rural Wrexham, and we work as a team to provide all our students with the best education and opportunities to inspire them to be successful.

Our students are at the heart of everything we do at DHS, every child matters to us and we believe that every child can succeed. Our moto is ‘Aspire, Apply, Achieve’. Our expectations for academic standards and behaviour are therefore unapologetically high.

I was appointed as Headteacher in September 2019, and although all schools now find themselves in unchartered territory, we are undoubtedly on a journey of change with our sights set on becoming an excellent school. We have a dedicated team of over 135 staff who work together tirelessly with this goal in mind.

I look forward to reading your application.

Kind regards,

Joanne Lee

Headteacher

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**Application Details**

Thank you for your interest in the Emotional Support Practitioner vacancy at Darland High School. We are looking for a passionate and driven individual to make a contribution to the current team at DHS.

Further details of this post can be found in this pack, details of the school can be found on our website which is currently being updated. Details of how to apply can be found below:

**How to Apply**

Should you wish to apply for the post, please complete and return the Wrexham Authority application form directly to the school along with a covering letter addressed to our Headteacher, Mrs. J Lee, which clearly demonstrates your suitability for this role.

Applications can be downloaded from our website and submitted via email to [headteacher@darlandschool.org.uk](mailto:headteacher@darlandschool.org.uk) with **Emotional Support Practitioner** in the subject line, or by post for the attention of Mrs Lee, to the following address:

Recruitment

Darland High School  
Chester Road  
Rossett  
Wrexham  
LL12 0DL

*Please be aware that postal services may be delayed in the current climate. We recommend you email your application.*

**Application forms:** These can be downloaded from the school website at <https://darland.wrexham.sch.uk/vacancies/>

Wherever possible, please provide email addresses for your referees.

**Closing Date:** Please ensure your application arrives by 12:00 noon on the closing date of

Friday 10th July 2020.

**Interview:** Interviews for the role will be held the following week

**Safeguarding:** Darland High School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.As this post is subject to a DBS check, the Local Authority will require you to pay for the cost of this check, as part of the DBS application. You will also be required to register with the EWC prior to starting in post for which there is also a fee.



**Post: Emotional Support Officer**

**Level 4—Grade G06 Job ID 1070**

Please find the **generic job description** below with *contextual interpretation of the specific role at Darland High School emphasised beneath each statement.*

**PURPOSE**:

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupils achievement, progress and development. Responsible for the management and development of a specialist area within the school and/or management of other teaching assistants including allocation and monitoring of work, appraisal and training.

Under the supervision of the Additional Needs Coordinator, the post holder will be expected to manage and deliver emotional support to pupils who need help in overcoming barriers to learning and developing their potential by raising levels of emotional wellbeing. The successful applicant will be based in the Additional Needs Resource and will receive pupils on a needs basis. Previous experience of working with young people experiencing anxiety and mental health issues would be an advantage.

**DIMENSIONS:**

Darland High School is an English-medium secondary school in North East Wrexham. In September 2019 Joanne Lee was appointed as Headteacher. Since this time the school has been undergoing system change in many areas. The pastoral systems in the school have been overhauled and new proactive methods of addressing behaviour are being implemented. Along with new electronic systems for recording and communicating, these changes are having a positive impact on pupils’ behaviour and learning. We are looking for a confident and enthusiastic individual who enjoys working with pupils to help them succeed. Experience of working with teenagers and a keenness to learn / adapt to new systems and technology is desirable. In light of the current circumstances please contact the Headteacher’s PA Mrs. Clare Pickup on [headteacher@darlandschool.org.uk](mailto:headteacher@darlandschool.org.uk) directly if you wish to have a tour of the site and a discussion about the role prior to the deadline (social distancing measures followed).

**MAIN DUTIES AND RESPONSIBILITIES**

**SUPPORT FOR THE PUPILS**

* Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning

*To be first response to everyday pupil problems*

* Establish productive working relationships with pupils, acting as a role model and setting high expectations
* Develop and implement IEPs

*Liaise with Additional Needs Coordinator in the development of targets built within a pupil’s IEP (if relevant*)

* Promote the inclusion and acceptance of all pupils within the classroom

*Liaise with teachers I necessary to ensure the pupil is able to remain within classroom if possible*

* Support pupils consistently whilst recognising and responding to their individual needs
* Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
* Promote independence and employ strategies to recognise and reward achievement of self-reliance
* Provide feedback to pupils in relation to progress and achievement

**SUPPORT FOR THE TEACHERS**

* Organise and manage appropriate learning environment and resources
* Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
* Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
* Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
* Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
* Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self control and independence
* Supporting the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
* Administer and assess/mark tests and invigilate exams/tests
* Production of lesson plans, worksheet, plans etc.

**SUPPORT FOR THE CURRICULUM**

* Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
* Deliver local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils’ skills
* Use ICT effectively to support learning activities and develop pupils’ competence and independence in its use
* Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds
* Advise on appropriate deployment and use of specialist aid/resources

**SUPPORT FOR THE SCHOOL**

* 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
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos/work/aims of the school
* Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
* Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting pupils
* Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
* Deliver out of school learning activities within guidelines established by the school
* Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class

**LINE MANAGEMENT RESPONSIBILITIES WHERE APPROPRIATE**

* Manage other teaching assistants
* Liaise between managers/teaching staff and teaching assistants
* Hold regular team meetings with managed staff
* Represent teaching assistants at teaching staff/management/other appropriate meetings
* Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants

**CONTACTS**

Headteacher

Deputy Headteacher

All Teaching/Non Teaching Staff

Pupils

Parents

Governors

**POST: EMOTIONAL SUPPOPRT PRACTITIONER – LEVEL 4**

**PURPOSE**:

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

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| **ITEM** | **ESSENTIAL** | **DESIRABLE** |
| **Qualifications** | Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.  Excellent numeracy/literacy skills – equivalent to NVQ. Level 2 in English and Maths |  |
| **Experience** | Experience working with children of relevant age in a learning environment | Experience of working with pupils with additional needs and mental health difficulties |
| **Knowledge and Skills** | Can use ICT effectively to support learning  Full working knowledge of relevant polices/codes of practice/legislation  Working knowledge and experience of implementing national/foundation stage curriculum and other relevant learning programmes/strategies  Good understanding of child development and learning processes  Constantly improve own practice/knowledge through self-evaluation and learning from others  Ability to relate well to children and adults  Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | Ability to plan effective targets to enable pupils to remain in mainstream lessons  Experience of SIMS and common Microsoft programmes |
| **Personal Qualities** | Organised and a ability to multitask and prioritise  Good communicator at all levels  Team player  Enthusiastic and positive  Use of initiative and able to apply common sense to solving problems  Flexible and adaptable approach to work |  |