

Advanced Educational Teaching Assistant Additionally Resourced Provision for Hearing Impairment



Newsome
Academy

RECRUITMENT PACK



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Our Academy



It is a privilege and a source of great pride to serve both the school and wider community at Newsome.

We work closely with the community, parents, and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect, and happiness.

It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school.

We believe that the wellbeing and happiness of every child is essential, and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves, and have respect for others.

We aim to consistently promote fundamental British values and pupils' spiritual, moral, social, and cultural development. You will hear the word 'family' mentioned a lot and we operate very much in this way.

Mr Dean Watkin
Headteacher



Are you a talented professional looking for a new challenge?

We are looking for a talented Teaching Assistant who is forward thinking, dynamic and resilient and who, working within the Additionally Resourced Provision (ARP), will provide high quality support to our learners with additional needs. The colleague appointed will be a natural inspirer, with the ability to work collaboratively with colleagues at Newsome Academy.

Some students have medical conditions, visual impairment and mobility difficulties. In this role you may be required to work with any of our students, so an ability to work flexibly and a willingness to undertake or update HI specific training are required. In addition, confidence and competence in the use of information technology are highly desired as many of our students learn best through the use of IT.

This is initially a temporary position designed for experienced ETAs who have already achieved a BSL level 2 qualification and commit to progress towards a level 3 qualification. Upon successful completion of the level 3 certificate the role will transition to a permanent position.

It is crucial that the successful candidate has a sound understanding of school landscapes and how to achieve success within these parameters. The successful candidate will also be part of the wider wellbeing family.

Department Information

- The ARP works within a mainstream school, to support the learning and welfare of students with complex needs, who have Educational Health Care plans. The team includes specialist teachers and experienced ETAs
- The students have a diverse range of complex needs. All of them need support with communication and we have a total communication policy which includes use of speech, sign supported English and/or BSL
- The provision offers outreach support to children and young people in schools across Kirklees

Support and Opportunities

- We invest in and support our staff and offer a range of CPD opportunities for career progression
- We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives, and this has supported the promotion of a number of internal appointments over the past 12 months

Job Description

Post: Advanced Educational Teaching Assistant - ARP for Hearing Impairment (Specialist ETA that is willing to work towards a Level 3 qualification in BSL)

Applicants are invited to apply for a Teaching Assistant role within the ARP for Hearing Impairment. Candidates must be willing to work towards a Level 3 BSL qualification (training provided internally). Permanent position is offered on condition of a successful Level 3 BSL pass and performance management. The applicant will contribute to the outreach support offer by working with Hearing-Impaired students across Kirklees schools, providing targeted support to meet individual needs.

Overview: This post is cited in the ARP for Hearing Impairment within Newsome Academy, which provides support for children with hearing impairment, their families and designated local mainstream schools

Salary: Scale 5, SCP 12-17 (FTE £28,598 to £31,022)
Actual Salary: £20,066
Contract Type: 30 Hours Per Week, Term Time Plus 2 Days
Contract Term: Temporary for 12 months
Closing Date: Monday 15 June 2026 at 9am
Interviews: W/C 22 June 2026

Core Purpose

The Additionally Resourced Provision meets the needs of Secondary aged children with complex needs within KS3 and KS4 at Newsome Academy.

This role is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of targeted children and where appropriate ensure smooth transition to their designated local school. The role includes providing learning and educational activities, developing skills, supporting integration and transition, securing children's social and emotional wellbeing, whilst raising self-esteem and encouraging independence.

This role will involve a combination of support on a one to one and small group basis either in or out of the classroom or specialist provision base.

Outcomes – Role Specific

Applicants for this role will be required to work towards **achieving a Level 3 qualification in British Sign Language (BSL) and successfully complete it within three years.**

- Children are provided with support and advice to achieve positive outcomes and meet needs.
- Appropriate communication is in place and used effectively to enable access to learning and communication.
- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant.
- It is essential that the candidate is a team player and a positive role model within the HIARP and the academy.

Outcomes – Generic

- Children are able to play a full part in school, community and family life
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- Staff maintain high expectations of all children to achieve as well as possible
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests
- Information Communication Technology (ICT) is used effectively to support learning activities
- Children's competence and confidence is increased as a result of staff encouragement and feedback
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes from interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Head Teacher/Local Authority (LA). This may include shadowing, attending training courses, participating in coaching and discussion with colleagues
- Positive and quality working practices are in place with host schools
- There is effective liaison with external agencies
- ARP and School policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder

Miscellaneous

You will be expected to carry out your duties in line with the academy's policies, procedures, relevant legislation and requirements of the Specialist Provision Service Level Agreement. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development, as well as through Council and academy communications.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Impact Education Multi Academy Trust is committed to safeguarding staff and students and expects all employees and volunteers to share this commitment. All posts are subject to an enhanced Disclosing and Barring Service DBS check. All interviews will include a question about Safeguarding and any anomalies identified in pre-recruitment checks will be discussed at interview.

Person Specification

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have the experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

For the **generic competencies** you should show how you meet each competency area only, not each individual example.

For the **technical competency**, please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Achieving Results	
Definition: Delivering the service to agreed standards through the effective use of resources	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Aids the students' speaking, listening, reading, writing and BSL development to the highest standard 	Application Form / Selection Process
<ul style="list-style-type: none"> Performs in a consistent and effective way reflecting on own performance 	
<ul style="list-style-type: none"> Learns from and corrects mistakes where necessary 	
<ul style="list-style-type: none"> Meets required individual, team and service objectives 	

Continuous Improvement and Change	
Definition: Considering ways of doing things better, and responding positively to change	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Adapts ways of working as agreed and to time, seeking support if necessary 	Application Form / Selection Process
<ul style="list-style-type: none"> Is positive about change and encourages others to adapt to change 	
<ul style="list-style-type: none"> Actively seeks others' suggestions, and puts forward own constructive ideas on improving services for customers 	
<ul style="list-style-type: none"> Considers and translates suggestions into practical ways of improving services 	

Communication	
Definition: Communicate effectively to encourage good working relationships internally and externally	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Is approachable, open and constructively manages barriers to effective communication 	Application Form / Selection Process
<ul style="list-style-type: none"> Communicates with people on day to day matters in a form that is appropriate to them and the situation 	
<ul style="list-style-type: none"> Presents a positive image of themselves and the service, particularly when representing the provision on outreach 	
<ul style="list-style-type: none"> Keeps accurate and complete records consistent with procedures 	

Leadership	
Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Understands how their role and team's role links to the wider service and HIARP objectives 	Application Form / Selection Process
<ul style="list-style-type: none"> Motivates others to gain their commitment 	

Personal Effectiveness	
Definition: Managing your own workload effectively to achieve agreed levels of performance	
Examples of key actions	Where identified
Understands their own and team or organisational area requirements and their contribution to them	Application Form / Selection Process
Contributes to their own personal development	Application Form / Selection Process

Team Working and Partnership	
Definition: Working cooperatively with others to achieve agreed objects	
Examples of key actions	Where identified
<ul style="list-style-type: none"> • Shares information with the team and others 	Application Form / Selection Process
<ul style="list-style-type: none"> • Treats people with respect and fairness, and encourages others to do the same 	
<ul style="list-style-type: none"> • Leads, contributes to and participates in team planning and encourages others to do so 	Application Form / Selection Process
<ul style="list-style-type: none"> • Builds relationships within the team and with colleagues and partners 	Application Form / Selection Process
<ul style="list-style-type: none"> • Provides regular feedback to the team, both positive and negative 	Application Form / Selection Process
<ul style="list-style-type: none"> • Identifies and with support resolves team problems or issues in a timely manner 	Application Form / Selection Process

Technical Competencies	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> ● Good general education with equivalent to GCSE Grade 4 or above in Maths and English 	Application Form / Selection Process
<ul style="list-style-type: none"> ● Willingness to undertake further training and qualifications 	
<ul style="list-style-type: none"> ● Knowledge of safeguarding procedures 	
<ul style="list-style-type: none"> ● Is working towards a Signature BSL Level 3 qualification 	
<ul style="list-style-type: none"> ● Has experience of delivering speech and language interventions 	
<ul style="list-style-type: none"> ● Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance 	
<ul style="list-style-type: none"> ● The ability to support learning with confident and competent use of information technology is highly desired 	

Experience	
<ul style="list-style-type: none"> ● Mainstream and/or special school support experience in the relevant key stage(s) 	Application Form / Selection Process
<ul style="list-style-type: none"> ● Experience of working with children with complex needs 	
<ul style="list-style-type: none"> ● Experience of working closely with families 	
<ul style="list-style-type: none"> ● Experience in modelling effective classroom practice to other staff 	

Impact Education Multi Academy Trust

A Department for Education (DFE) approved academy sponsor based in West Yorkshire. Founded in 2016, Impact Education Multi Academy Trust consist of eleven academies including primary, secondary, all-through and alternative provision sectors across Calderdale and Kirklees.

CEO Message



I am proud to welcome you to **Impact Education**. We are a diverse family of Primary, Secondary, Alternative Provision and All-Through Academies, serving young people and their communities in Calderdale and Kirklees, West Yorkshire.

Our **vision** is to be a Trust **where hearts and minds connect**; values-driven partners who work collaboratively to provide a high-quality whole education that impacts positively on our young people.

We are on a **mission** to improve their life chances, challenging social disadvantage and championing inclusion. We believe in student agency and equipping our young people with the knowledge, skills and qualities to be successful in learning, life and work.

Our **people** are empowered to create, explore, share and learn from each other and the wider system. They have access to high quality continued professional development and learning. We work hard, but not at the expense of wellbeing, and we want all our people to feel valued, respected and happy in their work.

Our **values** of Heart, Mind and Connect underpin everything we do and our **core principles** articulate how we will live these out.

If you are interested in learning more about our Trust, please make contact, there is so much to share.

Best Wishes,
Mick Kay

Benefits of Joining

All staff within our Trust will receive a planned induction to ensure that your career with us gets off to the best start possible. Our staff can also apply to take part in a range of external development programmes, including NPQs and other role specific CPD is also actively supported e.g Finance qualifications.

You will also have opportunities to develop your skills and knowledge by working across the Trust on school improvement workstreams.

Staff wellbeing is important to us and colleagues new to the Trust will be automatically enrolled into our employee benefits platform which gives access to a range of benefits:

- Cycle to Work Scheme
- Employee Assistant Programme (Including LifeWorks health & wellbeing portal & App)
- Face-to-face or telephone counselling (also available for immediate family members)
- Online Cognitive Behaviour Therapy (CBT) (also available for immediate family members)
- Gym Discounts
- Mobile phone deals
- Retail Discounts Scheme

For further information about Impact Education MAT, please visit our website:

www.i-mat.org.uk