

Bilingual Support Assistant

Urdu & Persian (Farsi)



Grade N3: Actual Salary Range: **£19, 847 pa to £20,178 per year** 32.5 hours per week, Agency ongoing
Term time only

CANDIDATE
INFORMATION PACK



ACHIEVEMENT, STUDENTS & LEADERS MATTER

Tel: 0191 214 2201

www.northernleaderstrust.org

Registered Office Address: Kenton School, Drayton Road, Newcastle Upon Tyne, NE3 3RU



INTRODUCTION

From the Principal

Dear Applicant

Kenton School is at the cutting edge of modern education. With just under 1800 students, we are amongst the largest schools in the North East. However, despite our size we pride ourselves on retaining a family atmosphere and in ensuring that we cater for the needs of all our students, recognising their special gifts or talents.

An exciting opportunity has arisen for a Bilingual Support Assistant to work alongside our EAL (English as an Additional Language) Co-ordinator to support individual students and small groups of students to learn and integrate.

Candidates must possess a high level of English oral and written communication skills and excellent interpersonal skills, combined with the ability to speak at least one other language at a fluent level.

Previous experience working with secondary school age children would be desirable.

In return Kenton School offers fantastic developmental possibilities due to its success, size, facilities and a forward-thinking management and staff working together to offer the best available chances for our pupils.

If you have the skills, commitment and enthusiasm to succeed in this role, we want to hear from you.

Yours sincerely

Sinead Green
Principal

Bilingual Support Assistant

Job Description

Pay Range: N3

Responsible to:
Head of Faculty



Job Purpose

To assist in the education of pupils within the school through the required use of the postholder's bilingual skills.

Main Responsibilities

The following list is typical of the level of duties which the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type and level may be required from time to time.

JOB DESCRIPTION

Main Duties

1. General

- Supporting the teacher in the general management of the classroom.
- Undertaking activities, as directed by the Learning Support Manager, with individuals or small groups of pupils.
- Providing clerical/admin support, eg photocopying, typing, filing, collection of money, administer coursework and exams.
- Supervising groups of pupils alone and participating in general activities including giving sensitive support and intervention in children's play.
- Undertaking routine invigilation and marking.

2. Classroom Organisation

- To be responsible for the organisation, classroom maintenance, setting out, clearing away and care of resources to create a purposeful and attractive learning environment.
- Assisting in the preparation, maintenance and repair of books, apparatus and equipment, to include cataloguing and stocktaking of all resources.
- Preparing pupils' work for display in the classroom and around the school.
- Demonstrating creativity in assisting with the practical resourcing of the classroom.

JOB DESCRIPTION

Main Duties

3. Pupil Support

- Working with pupils directly on curriculum related tasks under the direction of the Learning Support Manager and teacher.
- Acting as Key Worker to a designated group of students, to monitor progress and contribute to the SEND review process.
- Assisting in the delivery of all aspects of support to pupils including assessment, recording and reporting procedures and maintenance of Learning Plans under the guidance of the Learning Support Manager.
- Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- Assisting with monitoring and evaluating the learning environment provided for the pupils in his/her care and use this evaluation to help make necessary changes and developments within the classroom.
- Following the school policy documents and schemes of work to keep updated with school and National Curriculum documentation.

4. Welfare and other duties

- Under teacher overall control, accepting shared responsibility for the creation of a safe environment for pupils within and outside the classroom.
- Assisting in the supervision of pupils particularly at break periods and the beginning and end of sessions.
- Providing of general care and welfare by responding appropriately to the social, emotional and physical needs of pupils. This might include attending to sick or injured pupils, taking sick pupils home and investigating reasons for absence.
- May be required to administer medication to pupils by agreement with the jobholder in accordance with the school's policy on this issue.
- Actively promoting anti-discrimination practices and the School's/Council's Equal Opportunities Policy in all aspects of employment and service delivery.

5. Safeguarding and Child Protection

- Promote the safeguarding and welfare of children and young persons the postholder is responsible for, or comes into contact with. Be aware of school policies and other guidance on the safeguarding and promotion of wellbeing of children and young people. Take appropriate action where required.

6. Equal Opportunities

- Promote and implement policies and practices that encourage mutual tolerance and respect for diversity in all aspects of employment and service delivery.



GCE Results Day

Our 2022 GCSE results reflect the many positive changes that have taken place in the academy over the last year. All students are given the best possible support and advice and encouraged to follow their passion, whatever that might be..

Bilingual Support Assistant

Person Specification

Part A: Application Stage

The following criteria (experience, skills and qualifications) will be used to short-list at the application stage:

Essential

1. Literate in at least one other language.
2. Fluent English speaker with good standard of written English.
3. Previous experience working with children and/or young people relevant to this role.
4. Knowledge of the barriers facing children/young people where English is not their first language.
5. Experience dealing effectively with behaviour issues.
6. Awareness of current legislation regarding SEN and Every Child Matters.
7. Effective ICT and organisational skills.
8. Ability to work effectively as a member of a team.

Desirable

1. Experience working with secondary age children in an educational setting.
2. Ability to deliver GCSE and A-Level in your home-language

Part B: Assessment Stage

The above items and the criteria below will be further explored at the assessment stage:

Essential

1. Effective interpersonal skills.
2. Understanding and awareness of a range of special educational needs.
3. Ability to demonstrate empathetic qualities.
4. Ability to work effectively on own initiative.
5. Ability and willingness to assist children and young people with changing and other personal care needs as required.
6. Appropriate behaviour and attitude towards safeguarding and promoting the welfare of children and young people including:
 - motivation to work with children and young people
 - ability to form and maintain appropriate relationships and personal boundaries with children and young people
 - emotional resilience in working with challenging behaviours
7. understanding of behaviour management strategies.
8. No disclosure about criminal convictions or safeguarding concern that makes applicant unsuitable for this post.

Bilingual Support Assistant

Person Specification

Assessment/Selection Methods

The above will be assessed through a selection process of student-based activities and formal interview.

Part C: Additional Requirements

The following criteria must be judged as satisfactory when pre-employment checks are completed:

- 1 Enhanced Certificate of Disclosure from the Disclosure and Barring Service*
- 2 Additional criminal record checks if applicant has lived outside the UK
- 3 Children's Barred List Check*
- 4 Confirmation of Qualifications as outlined on application form
- 5 Medical clearance
- 6 Identify and Right to work in the UK check
- 7 A minimum of two satisfactory references from current and previous employers (or education establishment if applicant not in employment).

*All posts involving direct contact with vulnerable children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Exceptions Order 1975 (2013 and 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website (www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974).

This post is classed as being in 'Regulated Activity' as defined in Keeping Children Safe in Education 2021, therefore in addition to the DBS check, a check of the Children's Barred List will also be conducted as part of the pre-employment screening process



A-Level Results Day

Northern Leaders Trust is laying the foundations now for a period of solid growth over the coming years. These results are just the start of this journey

About our Trust

Northern Leaders Trust; Formed in 2014, our Trust currently incorporates both Kenton School and Studio West, an innovative 11-19 studio school.

Under the leadership of Chief Executive Officer Lee Kirtley, the Trust's main objectives are encompassed in its vision statement, which is 'Students are at the centre of everything we do. Through collaboration, every aspect of our work is of high quality. Our academies deliver an ambitious and inclusive curriculum. This enables all students to have high aspirations and to excel academically and socially.'

Each academy is unique and retains its own identity whilst aligning with our Trust vision and values. Each academy's motto summarises this.

Kenton School

'All Different, All Equal.'

Studio West

'Learning that connects.'

Our Trustees

Over the last three years, the Trust Board, comprising of 3 members and 7 Trustees has delivered major improvements to the governance, leadership and financial health of the Trust.

Our Trustees come from a variety of different education and business backgrounds, driving the strategic vision of the Trust and our schools. The Trust and its schools are supported by a strong central services team covering core Trust functions, such as HR, Finance, Data and ICT.

TRUST SHARED VALUES

Shared Expectations – The One Trust Rule

Every student and adult is expected to behave in a responsible manner both to themselves and others, showing consideration, courtesy and respect for other people and their wellbeing at all times.

Leadership – Leaders help themselves and others to do the right thing. We firmly believe that all students and staff within our Trust are leaders.

Excellence – We are a Trust that strives to achieve excellence in academic, sporting and artistic pursuits.

Integrity – We are honest and driven by a clear moral purpose. Acting with integrity means we strive to do the right thing at all times.

Kindness – We value being kind to one another, using our manners and being considerate of each other's feelings.

Inclusivity – All students are welcomed into our classrooms and their uniqueness is celebrated. We have high aspirations for all students: no groups or individuals will be left behind.

Humility – We are humble in both success and failure. We acknowledge that our successes are achieved through the hard work of our students, parents, teachers and community.

Together – We believe that the Trust is stronger together and that collaboration is always more effective than competition.

Reflectiveness – We value reflection as a way to achieve improvement. We believe in inspiring all our learners to question, research, engage and therefore thrive,

About our Schools

Kenton School



Kenton School is a vibrant and inclusive secondary school at the heart of the community in which we serve.

With just over 1800 students, Kenton is amongst the largest schools in the North East. However, despite the size, the school prides itself on retaining a family atmosphere, where students feel not only challenged through quality first teaching and learning but supported and motivated by the strong pastoral team.

Our Kenton team are passionate about providing the very best education possible for young people in our city, our region and nationally and our strong and committed team share our vision of ensuring all our students not only reach their potential but that they are confident, happy and resilient students who treat each other with compassion and respect.

We aim to provide a broad curriculum, focussing on educating our students for their future in the modern world, not the past or even just the present. We also believe strongly in developing the creativity of our students and this is demonstrated through our commitment to delivering arts courses as a core subject.



For further information, please visit our website

www.northernleadertrust.org