**The Partnership Learning Trust**

**Riverside Bridge School**

**Riverside Bridge School**

**Riverside Campus**

**Renwick Road**

**Barking**

**Essex**

**IG11 OFU**

**E-mail: bridge@riversidecampus.com**



**Appointment of**

**Classroom Assistants**

**At Riverside Bridge School**



**Contents:**

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Dear Colleague,

Thank you for taking an interest in our post of Primary/Secondary Trained Teachers at Riverside Bridge School on the new Riverside Campus.

In this letter and the information pack we have tried to detail some of the relevant facts you need in order to make an informed choice about whether to proceed with your application. However, please do not hesitate to contact us at the school if you need any further information. There will be an opportunity for short listed candidates to visit the school and some additional details will be provided at that time if you are called for interview.

The post has arisen following the expansion of the new Free Special School on our Riverside Campus. You would be joining a committed group of school leaders who are continuing to develop the provision and who are determined to develop Riverside Bridge into outstanding school. In particular, this post will be managed by and work closely with the Senior Leadership Team.

Riverside Bridge School provision forms part of a co-located campus of secondary, primary and all age special schools. This post provides an ideal opportunity to work as a member of the Teaching team at a school in an exciting phase of development of a Free School Academy.

Riverside is an Academy Free School with 180 We are looking for exceptional candidates who can assist the Head of School by providing a good quality of teaching to ensure that the provision continues on its’ successful journey.

* **We are looking for enthusiastic motivated individuals to join a supportive team who are committed to raising standards and using innovative ways of enhancing the learning experience of the pupils.**
* **We are keen to attract individuals who can demonstrate an optimistic and aspirational attitude towards our pupils. Although it is desirable that you possess some prior experience of working with pupils with special educational needs, we are also keen for individuals who may not possess all the skills as yet, but could bring to us a positive “can do” approach and we will train you in the appropriate techniques and strategies.**
* **Whilst the duties of a teacher at Riverside Bridge are outlined in our job description, the successful candidate will be specifically responsible for a group of pupils with profound, severe or complex learning disabilities. Some of our pupils may demonstrate challenging behaviour, restricted interests, repetitive and compulsive behaviour, extreme difficulty in communicating and hypersensitivity to sensory stimulation. Candidates must be committed to the education and development of a very special group of pupils**

Details of how to apply are provided. Please do make sure, however, that your application specifically addresses the requirements of the person specification. We would not wish to miss out on interviewing a good candidate because of simple omissions in the application form.

Thank you, once again, for your interest in this post. We look forward to receiving your application.

Yours sincerely

**Anna Hope**

**Head of School**

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| Riverside Bridge School**Email:** reje@riverside.bardaglea.org.uk**Head of School: Anna Hope** **Executive Principal: Roger Leighton**Mixed 4-16 Special School | **Classroom Assistant****Scale 4 - £16,780 Pro Rata****35 hours per week (term time only)** **Required: Immediate Start** |

Riverside Bridge School is a new Special School for pupils aged from 4 – 16, which opened in September 2015. This School serves families and pupils in the London Borough of Barking and Dagenham and neighbouring boroughs. It is closely integrated with Riverside Primary School, which also opened in September 2015 and Riverside School, a mainstream secondary school, which is in the fifth year of operation.

Riverside Bridge School currently has 94 pupils and will grow steadily to reach its capacity of 180.

Pupils are admitted within the following categories of special needs:

* Autism spectrum disorder (ASD)
* Profound and multiple learning difficulties (PMLD)
* Severe learning difficulties (SLD)

The school works closely with the Local Authority and benefits from support and advice from their partner school, the Outstanding Trinity School.

We offer:

* Continuous professional development and training
* Staff who are keen to share their expertise
* Excellent working conditions and resources
* Opportunities and challenges

**Selection Criteria**

We are looking for enthusiastic, committed individuals who:

1. Have experience/an interest in working with children with Learning Difficulties
2. Hold an NVQ Level 2 or above (Desirable)
3. Are willing to put the needs of pupils first
4. Are willing to learn a new role

Application forms and further details are available from the school website [www.bridge.riversidecampus.com](http://www.bridge.riversidecampus.com); or Rebecca Srifet-Jenner re@riverside.bardaglea.org.uk and should be returned to her by email by the closing date below.

**Closing date: 23rd March 2018**

**Shortlisting: 27th March 2018**

**Interviews: TBC**

**If you have not heard by this date you have been unsuccessful in your application.**

*Riverside Bridge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. A criminal record check via the DBS will be undertaken for the successful candidate. This post is exempt from the Rehabilitation of Offenders Act and a comprehensive screening process, including a disclosure check, will be undertaken on all applicants.*

**Riverside Bridge School**



Our motto “Excellence for All” sums up our aims. Riverside Bridge School delivers outcomes significantly above the national average for pupils with special needs on all key measures; we support development of the personal qualities of confidence and resilience essential for a successful life, and support development of the skills and strategies for lifelong learning and independent living within the community.

Riverside Bridge School makes full use of the freedoms its status brings through an innovative and personalised curriculum that suits the needs of all its pupils. The school’s governance arrangements enable fast, flexible decision-making at school level, enabling resources to be used efficiently and effectively to continually raise achievement.

We believe in a provision which provides high quality learning opportunities, teaching and facilities for all, whilst rigorously tailoring learning to meet the distinctive needs of different groups of pupils. Our unified learning campus will ensure pupils are able to achieve their full potential, access the mainstream facilities and experience a wide range of appropriate challenges.

Our curriculum model is distinctive in the offering of three clear pathways, differentiated by the teaching and learning requirements of each of our pupil groups. We believe our three distinct and differentiated pathways offers the best way for:

• Achievement to be maximised

• Each pupil to have a personalised curriculum appropriate to their needs

• Teachers to deliver lessons at an appropriate pace

• Expectations and targets to be set and reinforced

• Pupils to be challenged and supported at the right level

• A positive learning environment to be nurtured and maintained

• Pupils to develop confidence and self-esteem

• Pastoral programmes to be appropriately differentiated

**The ASC (ASD) Pathway.**

At Riverside Bridge School, knowledge about autism and the learning styles of pupils with autistic spectrum conditions informs, and is fundamental to, the development of effective strategies for their teaching and learning. The components of effective teaching and learning for pupils with ASC Riverside Bridge School include:

• Teaching informed by the principles of structured teaching (TEACCH)

• High levels of organisation and structure in the physical environment to assist understanding and meaning;

• Schedules and work systems to ensure the sequence of daily activities are predictable and understandable;

• Visual supports to make individual tasks and curriculum understandable

• Programmes based on individualised assessment and the functional level of each pupil with intervention drawing on existing skills and interests;

• Emphasis on development of independence.

**The PMLD Pathway.**

At Riverside Bridge School the complex learning needs of learners with profound and multiple learning difficulties (PMLD) are recognised. In addition to very severe learning difficulties they may have, other significant difficulties, such as physical disabilities, sensory impairment or severe medical conditions are provided for. The components of effective teaching and learning for PMLD pupils at Riverside Bridge Special School include strategies which:

• take account of preferred sensory and learning channels and ways of processing information;

• focus on early communication, cognitive and sensory skills that are the foundation to all future learning and crucial to an improved quality of life;

• support emotional well-being sustained by interactive approaches where learning is contingent on good personal relationships, repetition, familiarity, predictability and sensitivity to feedback from the learner.

**The SLD Pathway.**

At Riverside Bridge School fundamental to, the development of effective strategies for teaching learners with severe learning difficulties (SLD) is the understanding that they require many of the same teaching principles and strategies relevant to all learners albeit teaching that is more intensive and explicit to accommodate to different patterns and degrees of difficulty in learning. The components of effective teaching and learning for SLD pupils at Riverside Bridge School include strategies which offer:

• More experience in generalising knowledge learnt in one context to other contexts

• More examples to learn concepts

• More explicit teaching of learning strategies & reinforcement of them

• More frequent and more specific assessment of learning

• More time to solve problems

• More careful checking for preparedness for the next stage of learning

• More practice to achieve mastery

## logoThe Partnership Learning Trust

The Partnership Learning Trust brings together a range of local partners, including parents from the local community, local primary, secondary and special school Headteachers, Barking and Dagenham College of Further Education, the University of East London, the voluntary sector training provider Lifeline and members of local groups for children and young people with learning and other disabilities.

The Partnership Learning Trust already runs a mainstream, secondary 11-18 free school – Riverside School – on Barking Riverside. Riverside School is currently housed in a primary school building on the former City Farm site on Thames Road, but is expected to move to purpose-built new accommodation off Renwick Road in September 2017. In addition the co-located primary school will also form part of the unified learning campus.

In its work in Barking and Dagenham, The Partnership Learning Trust is:

• Focused on improving the educational opportunities and life chances of the young people of the London Borough of Barking and Dagenham

• Committed to working as a full member of Barking and Dagenham’s existing family of schools and in partnership with the Local Authority

• Committed to providing a high quality range of flagship educational provisions to enable families to access mainstream and special education for all ages in their own local community.

The London Borough of Barking and Dagenham has one of the fastest-growing school-age populations in the country: overall pupil numbers in the Borough are set to rise by 50% between 2014 and 2020. Based on student numbers already in primary schools, there will be a need for the equivalent of four new 10 form-entry secondary schools in the Borough within the next seven years.

For some years, parents of pupils with complex special needs living in the borough have had difficulty securing places at Trinity School, the existing over-subscribed special school in the Borough. This difficulty is being further exacerbated by the rapidly growing population.

The Partnership Learning Trust responded to this local need by submitting an application to the Department for Education in January 2013 to establish a special Free School – Riverside Bridge Special School – on Barking Riverside, offering families an inclusive, accessible, all-through learning pathway for children growing up in Thames View, Riverside and the wider area of Barking & Dagenham.

Riverside Bridge School will eventually cater for around 190 pupils aged 4-16 years and offer targeted support for pupils where there is an Education, Health and Care Plan (EHC) and needs arising from severe/profound learning difficulties and severe learning difficulties with autistic spectrum disorder. There will be extended opportunities for lifelong learning and personal development through wide-ranging community provision, dual use of facilities and direct links to enhanced opportunities in further and higher education and employment.

**Ten key facts about the area.**

1. Barking and Dagenham is home to 60,000 children and young people, 31% of the total population of 194,000.
2. The area is experiencing one of the fastest rising birth rates in the country. In September 2013, one thousand more children entered Reception than left Year 6 to go to secondary school. Forecasts indicate that the combined primary and secondary populations (Year R to Year 11) will grow by around 10,000 over the coming four years to 2017/18.
3. 50% of all primary aged children and 37% of all pupils at secondary school in Barking and Dagenham do not hold English as a first language. The average for England is 19% and 14% respectively.
4. Approximately one in three children in Barking and Dagenham is born into poverty, higher than the national average of one in five. Levels of child poverty are the eighth highest in the country.
5. There are 44 primary phase schools, 10 secondary schools, one special school and one pupil referral unit in Barking and Dagenham. Two primary schools and one secondary are Academies, two are Free Schools, one is a primary which will become an all-through school, and the other secondary, with approval to open a new special school.
6. There are nine maintained schools and one secondary Academy with sixth forms, (including one special school), one further education college, a Technical Skills Academy and one adult college.
7. Barking and Dagenham is ranked 90 out of 152 local authorities for attainment at age 11 and 84 out of 151 at age 16. (2013 performance)
8. 68% of Disadvantaged\* pupils and 81% of Other\*\* pupils in Barking and Dagenham achieved the expected level in reading, writing and math’s at age 11, compared with 63% and 81% nationally for each group. Barking and Dagenham is ranked 23 out of 150 local authorities for attainment at 11 for pupils on free school meals.
9. 50% of Disadvantaged\* pupils and 68% of Other\*\* pupils in Barking and Dagenham achieved five A\* to C GCSEs or equivalent, including English and math’s, compared with 40% and 67% nationally. Barking and Dagenham is ranked 17 out of 150 local authorities for achievement of pupils on free school meals at 16.
10. Currently (June 2014) 1% (52) of 16 to 17 year olds in Barking and Dagenham are in employment without any training opportunities associated with their job while 5% (273) are not in any kind of employment or training.



**Advice on making an application**

The governing body will rely solely on the information contained in your application form to make a decision whether to shortlist you for the post. CVs will not be accepted.

Please provide as much relevant information as possible. You may find the following points helpful:

* Begin by reading through all the information in the recruitment pack, paying particular attention to the selection criteria.
* Complete each section of the application form.
* In writing your personal statement you should state how your experience, skills and abilities help you to meet each of the selection criteria listed for this post, addressing each of the criteria in turn.
* Make sure that you address each of the criteria fully.
* Provide evidence of your own experience and not the general work of your school with examples.

The panel will use the person specification to judge whether or not to shortlist an applicant.

Please return your signed application form as an attachment in an e-mail to: emnn@riverside.bardaglea.org.uk

Closing date for applications:

**Closing date: 23rd March 2018**

**Shortlisting: 27th March 2018**

**Interviews: TBC**

**If you have not heard by the above dates your application has been unsuccessful**

An appointment to the post will be conditional on receipt of satisfactory references and safeguarding procedures.

 **Riverside Special Bridge School**

**Job Description**

**POSITION: Classroom Assistant**

**SALARY SCALE: Scale 4: £16.780 – Pro Rata**

**PURPOSE OF JOB**

* To work under the direct instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
* To ensure that pupils’ special educational, health, safety and welfare needs are met in the educational context.
* To uphold the dignity and respect of the individual pupil/student.

### MAIN TASKS

**General**

* Be responsible for escorting children/young people to and from Borough Transport.
* Perform daily playground/lunch duties as designated by Senior Management.
* Be responsible for the laundering of clothing, towels as required.
* Be conversant where applicable with and use information technology equipment

 available within the school.

To promote and assist the pupil/student in reaching maximum independence.

When necessary act as an advocate for the individual pupil/student.

### Classroom Preparation

Set out learning resources in line with the preparation requirements provided, normally by the teacher.

Check the availability and location of safety equipment in the learning environment.

Report shortages of learning materials to the teacher.

Encourage pupils to return materials to the appropriate place after use and to dispose of wastes in a safe and tidy manner.

1. Check the condition of learning resources and materials after use.
2. Bring any damage or losses to learning resources and materials to the attention of the teacher as soon as practicable.
3. Ensure that IT/technological or mobility aids are ready for daily use and set up for teachers and pupils/students, as appropriate.
4. Support pupils’/students’ access to the curriculum as directed by the teacher.
5. Prepare materials for lessons and/or display work and put up displays.
6. Support designated pupils/students attending mainstream link sessions at school/college.
7. Support as appropriate, pupils/students in a range of activities outside the classroom, e.g. swimming, hydrotherapy, community access.
8. Participate/assist with as required, home visits; maintain home/school diaries and assist generally with home/school liaison.
9. Implement, under the guidance of teaching staff, behaviour programmes for pupils/students with emotional and behavioral difficulties resulting from their SEN.

### Classroom Records

1. Complete basic records accurately and legibly with the details specified by the teacher (i.e. complete basic reading records, IEP targets).
2. Comply with the school requirements for storage and security of pupil records at all times.
3. Make sure that information for the school office is collected, collated and passed on as promptly as possible.
4. Maintain confidentiality according to organisational and legal requirements.

### Working with pupils

1. Provide the pupil with the level and type of individual attention specified by the teacher.
2. Work to build a good relationship with the pupil.
3. Encourage the pupil to take responsibility for his/her own behaviour and to act independently.
4. Interact with the pupil in a manner appropriate to the pupil’s communication and interaction skills.
5. Provide comfort and immediate care for minor accidents, upsets and ailments and report serious problems to the relevant people.
6. Recognise uncharacteristic behaviour patterns in the pupil and report these promptly to the relevant people.
7. Encourage and reinforce positive interactions between pupils.
8. Encourage pupils to work together to comply with behaviour targets they have been set.
9. Consistently demonstrate respect for the rights of others in interactions with pupils and other adults.
10. Monitor the group’s behaviour attentively enough to spot any signs of conflict or dangerous actions at an early stage and report to relevant people.
11. Respond to conflict situations and incidents of anti-social behaviour in line with school policies and within the scope of responsibilities of role.

### Support for colleagues

1. Provide consistent and effective support for colleagues in line with the requirements and responsibilities of the role.
2. Communicate openly and honestly with colleagues.
3. Keep colleagues informed about aspects of work and schedule which may affect the support that can be offered to them.

### Personal Development

1. Maintain an up to date understanding of the requirements of the role and responsibilities.
2. Undertake appraisal/performance review.
3. Undertake agreed development actions conscientiously and within the required timescale.
4. Make effective use of the development support available.

### Health and Safety

1. To undertake enhanced healthcare duties in accordance with individual care plans. (Scale 4 duties only)
2. Follow Health and Safety regulations and guidelines when attending to pupils’ hygiene, health and medical needs.
3. Promptly report any problems in maintaining standards of health and hygiene to the teacher.
4. Promptly report signs of health problems to the teacher.
5. Be responsible for individual or groups or pupils/students for their health, safety and welfare.
6. Carry out general first aid.
7. Assist in the physical management of individual pupils/students including the fitting of leg/arm gaiters, body braces and orthotics.
8. Implement, as appropriate, visual/speech/physio programmes as determined by therapists and directed by the Teacher.
9. Accompany unwell pupils/students to home or to hospital.

### General

1 The above duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the Headteacher within the grading level of the post and the competence of the post holder.

This post requires the post holder to be familiar with first-aid, sign/symbol systems such as Makaton, the principle of Portage and an ability to swim and life-saving skills.

### Equalities and Diversity

1. Ensure that services are delivered in accordance with the good equalities and diversity practice.
2. Ensure that equalities and diversity in mainstreamed in your area of work.

Riverside Bridge School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment.

This job description will be subject to Annual Review, in consultation with the Headteacher to take into account the changing needs of the school

**Riverside Bridge School**

**Person Specification**

**JOB TITLE: Classroom Assistant**

**GRADE: Scale 4 £16,780**

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| **Person Specification** | **Essential** | **Desirable** |
| **EXPERIENCE*** 1. Of working with individuals with special educational needs or disabilities in a mainstream /SEN setting.

 * 1. Of working with individuals who have communication difficulties/disabilities and may communicate their needs by physical means.
	2. Of contributing to individual’s records and annual reviews.
 | ✓ | ✓✓ |
| **SPECIAL ABILITIES*** 1. Ability to follow a written/verbal instruction.
	2. Ability to be able to record clear and precise observations on students

 orally or by classroom completing check lists etc.* 1. Ability to work positively and supportively with students/pupils with

 complex and learning difficulties* 1. Ability to develop good, collaborative working relationships with

 colleagues.* 1. Demonstrates an understanding or empathy for students with special

 education needs* 1. Potential for training in the administration of enhanced medical care

 and support and the administration of such skills within the context of  daily school routines* 1. To be committed to providing a safe and secure service to the children

 of the school and to put duty of care for the children above all other  considerations. | ✓✓✓✓✓✓✓ |  |
| **OTHER JOB SPECIFIC REQUIREMENTS*** 1. Commitment to the Council’s Equal Opportunities Policy and acceptance of your responsibility for its practical application.
	2. Good attendance and timekeeping record.
	3. Recent first aid qualifications.
	4. Ability to deal with student’s basic and intimate health & hygiene

 needs.* 1. Willingness/skills to assist in classroom administration duties and

 preparation of resources.* 1. Ability to follow verbal and written directions on activities relating to the

 students.* 1. Ability to work as a member of a team.
	2. Ability and willingness to respond quickly to the changing

 needs of the children and school on a short and long term  basis by being a flexible worker.* 1. Ability to work in line with school policies and meet school

 national standards. | ✓✓✓✓✓✓✓ | ✓ |
| **EDUCATION AND TRAINING**4.1 Ability to demonstrate good literacy skills and write clearly and accurately in order that meaning is understood and conveyed.4.2 Evidence of further training or experience in a related field.4.3 Willingness to participate in Training, Professional Development Opportunities.4.4 Ability to participate in supervision / target setting4.5 Evidence of education/training to theMinimum standard of NVQ2 or equivalent. | ✓✓✓✓ | ✓ |
| **DISQUALIFYING FACTORS**Indication of sexist, racist, and anti-disability attitudes or any other attitudes inconsistent with either the Council’s Equal Opportunities Policy or the School’s Safeguarding Children Safe Recruitment Policy and Procedures. |  |  |