



Beech Hill School

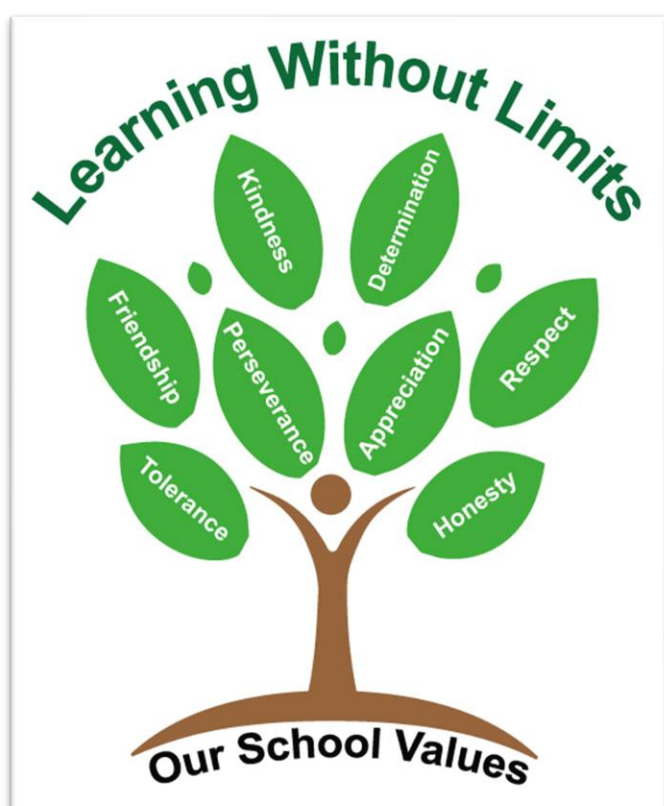


Support Assistant for Children with SEND Job Applicant Pack



Contents

Cover Letter from the Co-Headteachers	3
The Support Assistant for Children with SEND Vacancy	4
Safer Recruitment at Beech Hill School.....	6
Support Assistant for Children with SEND - Job Description.....	7
Support Assistant for Children with SEND - Person Specification...	9
Application Guidance.....	11
Using Artificial Intelligence (AI) for job applications	13
The Family of Learning Trust Ethos and Vision.....	14



Cover Letter from the Co-Headteachers



BEECH HILL SCHOOL

Mount Pleasant Avenue
Halifax
HX1 5TN

Tel: 01422 345004



Dear Applicant

Thank you for expressing an interest in our vacancy at Beech Hill School. I hope that you find the information pack helpful and that you will consider applying for the role of Support Assistant for Children with SEND at our exceptional school.

Beech Hill is an exciting and inspiration place, our success stems from a relentless drive to put memorable learning experiences at the heart of all we do.

At Beech Hill we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '**Learning without Limits**'.

The Arts play a key role in giving every child at our school a vital channel for self-expression, and we provide a wealth of opportunities for children to discover, explore and extend their natural talents. Within our extensive grounds, our forest school offers a magical world of discovery. Here children learn first-hand about the riches of the natural environment whilst developing important life skills such as team work, problem solving and resilience.

Children have just one childhood; our intention is to provide them with inspirational and unforgettable learning experiences.

We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve their full potential. Therefore, we require a highly motivated and very enthusiastic Support Assistant for Children with SEND for our friendly and very successful primary school.

We need candidates who are passionate about children's learning. You will play a vital role in supporting our Teachers and helping our pupils achieve their full potential, taking an active role in our innovative school.

We want the very best people to work within our school community, caring candidates who will work as part of the team in raising achievement through the provision of a vibrant, exciting and creative curriculum.

We look forward to hearing from you.

Mrs Samanath Bowling and Mrs Sara Cockcroft

Co-Headteachers at Beech Hill School

The Support Assistant for Children with SEND Vacancy



Beech Hill School
Mount Pleasant Avenue, Halifax, HX1 5TN
Telephone: 01422 345004
website: www.beechhillschool.co.uk

At Beech Hill, our commitment to our pupils is that we will attract, retain and develop excellent staff. The personal welfare and professional development of staff is therefore imperative. We put our team at the heart of our vision and use their talents to achieve it. We are looking for equally committed staff to join our team.

We have following post available to commence as soon as possible

Support Assistant for children with SEND

Grade: Scale 2, NJC point 4.

Hours: 32.5 hours per week, 8:30 to 15:30 Monday to Friday, term time only

Actual salary: £18, 973 per annum

Term: Permanent

The post: To provide support for children with complex support needs, incorporating delays in the areas of speech, language, communication and social interaction.

Experience working in a school setting and with SEND children, ideally supporting children with Autistic Spectrum Disorder (ASD) would be an advantage due to the complex demand of pupil's needs. The ability to implement strategies that enable pupils to expand their independent learning and social development is necessary. Applicants should be caring, patient, calm under pressure, resilient, able to use their initiative, have excellent team working skills and be enthusiastic about providing outstanding care and education for our pupils.

We are looking for candidates who:

- Relate well to children
- Are able to work as part of a team
- Are enthusiastic, caring and self-motivated
- Have a positive approach
- Can use their initiative

In return, we offer a benefit package that includes:

- Membership of Local Government Pension Scheme with employer contribution of approximately 15.3%
- An Employee Assistance Programme, offering support and access to resources to help you maintain a healthy work life balance
- Commitment to professional development for all staff

Our school also offers you the opportunity to:

- Work in a friendly, caring and inclusive community where everyone is valued.
- Engage with enthusiastic children who enjoy learning.
- Support teachers to deliver a rich and exciting curriculum, recognised through a range of curriculum awards.

- Work with an experienced, supportive and successful team who love to work collaboratively.
- Development that will support you on your chosen career path

Please visit our website: www.beechhillschool.co.uk for an application pack.

Please note we do not accept CVs, only a fully completed Beech Hill School application form (available on the school website) will be accepted.

For further information about the role please view our website or contact the HR Director, Jo Lawless on 01422 345004.

CLOSING DATE: noon Sunday 26th July 2026

Please note previous unsuccessful applicants need not apply

You will be contacted by email to inform you if you have been selected for an interview.

The trustees of the Family of Learning Trust and the Governors of Beech Hill School are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expect all staff to share this commitment. Applicants to posts that are exempted from the Rehabilitation of Offenders Act will require a DBS (formerly CRB) from the Disclosure and Barring Service and other pre-employment checks before the appointment is confirmed.

As part of our fair recruitment process, we ask that all applications are written by the candidate and that Artificial Intelligence (AI) use is limited, unless assistance is required as a reasonable adjustment for a disability. Content should be truthful, accurate, evidence based and not embellished.

“Learning Without Limits”



Safer Recruitment at Beech Hill School

Safer recruitment practice aims to minimise the risk of appointing an individual who is unsuitable to work in a post where they would be in contact with children or vulnerable adults and could cause them harm.

Beech Hill School is fully committed to the principles of safer recruitment.

Our selection processes observe best practice in selecting the appropriate candidate by ensuring equality of opportunity for all applicants whilst excluding any who may be unsuitable to work with our children. All candidates are expected to understand their own duties and responsibilities in regard to child protection and safeguarding with due relevance to the specific post advertised.

The Disclosure and Barring Service (DBS) helps employers to make safer recruitment decisions and thus prevent unsuitable people from working with vulnerable groups, including children. It is a criminal offence for a barred individual to be offered (or indeed to apply for, or to accept an offer of) employment in certain designated posts (those which involve working with children in what is defined as regulated activity).

Accordingly, all of the following steps will be taken as part of the recruitment processes:

- ✓ confirmation of identity by sight of original official documents (passport, photocard driving licence etc.)
- ✓ confirmation of professional qualifications (those required to fulfil the post) by sight of original documentation
- ✓ satisfactory references - a minimum of two written references **(one of which must be from most recent employer)** will be taken up prior to interview (the identity of all referees must be open to verification)
- ✓ social media screening on all shortlisted applicants
- ✓ full scrutiny of employment history with clarification to be sought (from candidate or referees as appropriate) in the event of identified gaps or discrepancies
- ✓ all necessary checks relevant to the disqualification requirements relating to childcare in accordance with the 'Childcare (Disqualification) Regulations 2009'.

In line with DBS regulations all candidates for relevant posts are required to provide details of any relevant unspent convictions. Additionally, for those posts involving "regulated activity", all 'spent' convictions must be disclosed under the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.

A DBS check will be requested for appointments to all relevant posts and for those involved in 'regulated activity' this will include an additional check of the Children's Barred List. Any conditional offer of appointment will be made strictly subject to both receipt of all required documentation (as specified) and satisfactory verification of all checks as above.

Support Assistant for Children with SEND - Job Description

The information given on this job description is intended to provide both postholder and management with an understanding and appreciation of the workload of this particular job and its role within the organisation. The job description outlines main duties and responsibilities under broad headings only, as it is not possible to specify every item in detail.

Job Title:	Support Assistant for Pupils with SEND
Accountability:	Support for pupils within the class and on a one to one basis or in small groups
Salary Grade	Scale 2, spinal column point 4
Responsible to	Directly responsible to the SENDCo, but under the day to day management of the class teacher, from whom the post holder will receive guidance, instructions, planning and learning intentions.

Purpose of the post

- To provide support for the identified pupils in line with their Educational, Health and Care Plan.
- To work closely with the child's class teacher and the school's SENDCo in implementing Individual Education Plans.
- To monitor the children's progress especially with regard to the objectives stated in the IEP.
- To attend to the welfare and safety of the children.

Main Responsibilities

Supporting and delivering learning

1. Support pupils with special needs in their mainstream classroom setting and on a one to one basis and in small groups. This will involve the implementation of specific programmes of work designed by the agencies and the school to assist the pupil's development.
2. Attend to the pupil's personal needs and implement related personal programmes, including physical, social, health, hygiene, toileting, first aid or other welfare matters.
3. Supervise and support pupils ensuring their safety and access to learning.
4. Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to their needs.
5. Encourage the pupils to interact with others and engage in activities led by the teacher whilst encouraging the pupil to act independently as appropriate.
6. Report to the SENDCo as agreed undertaking pupil record keeping as requested.
7. Support the pupil to understand instructions, in respect of the school's curriculum as directed by the teacher.
8. To participate in and assist in the supervision of the pupil on school visits.
9. Undertake appropriate professional development linked to the child's special needs.
10. Undertake any reasonable duties asked of you by the class teacher or the management of the school.

Curriculum and resource support

1. Discuss with the class teacher the learning intentions for the lesson and assist the class teacher in the assessment of pupil's capability against these learning intentions.
2. To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. worksheets, games, visual prompt cards etc.
3. Be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to the appropriate person.
4. Be aware of and support difference and ensure the pupil has equal access to opportunities to learn and develop.

Administration and organisation

1. Assist with pupil first aid / welfare duties.
2. Prepare materials designed to meet the special needs of the pupils.
3. Be able to operate office equipment e.g. photocopier, laminator

Safeguarding

1. Have an awareness of safeguarding principals and continuously implement and follow Child Protection policies and procedures in place.
2. To be responsible with the teachers for the care, welfare and supervision of pupils attending the setting.
3. Use an appropriately developed sense of empathy and effective communication skills.

Other duties and responsibilities

1. To work as part of a team to establish positive links with parents in order to develop a co-operative working relationship.
2. To assist the class teacher in keeping up to date records relating to pupil progress.
3. To attend any relevant in-service training
4. To work within the framework of the school's policies

General

1. To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the postholder's supervisor from time to time, in consultation with the postholder.
2. The postholder's duties must at all times be carried out in compliance with the school's policies including the Equal Opportunities Policy.
3. Take reasonable care of the health and safety of self, other persons and resources whilst at work.
4. Co-operate with the management of the school as far as is necessary to enable the responsibilities placed upon the school under the Health and Safety at Work Act to be performed, e.g. operate safe working practices.
5. Be an effective member of the school team, working co-operatively with other members of staff.

Support Assistant for Children with SEND - Person Specification

	Essential	Desirable	How identified
1. Knowledge and skills (including any relevant or required qualifications)	GCSEs in English and Mathematics (grade C or above) or equivalent Good numeracy, literacy and ICT skills Excellent communication skills, both written and oral (the ability to speak good clear English is essential) Ability to work with pupils with significant and multifaceted complex special needs. Knowledge of autistic spectrum disorder (ASD) and speech, language and communication delays. The ability to implement strategies to support pupils with ASD, speech, language and communication delays to overcome the barriers to learning Ability to work with pupils, to develop social and communication skills Ability to work as part of a team, understanding classroom roles and responsibilities and own position within these roles Knowledge of relevant policies/codes of practice and awareness of relevant legislation e.g. SEND, child protection	A good general understanding of the curriculum and other basic learning programmes/strategies First Aid Certificate (paediatric) Knowledge of Social Use of Language Programmes (SULP) Training/qualification in relation to ASD or similar	Application Form Selection Process Interview References
2. Personal Development and Additional Learning	Proven commitment to own self development Willing to participate in further training and development activities		Application Form Interview References

	Essential	Desirable	How identified
3. Experience	Experience of working with young children Experience of working collaboratively with other agencies providing care for children Previous work in a school environment Experience of working within a team and effectively supporting colleagues	Previous experience of working with pupils with ASD and speech, language and communication delays.	Application Form Selection Process Interview References
4. Initiative	Ability to receive instructions and guidance, and act up on it. Able to use own initiative in appropriate circumstances (e.g. suggesting appropriate strategies/resources) Ability to work under pressure Able to remain calm in challenging situations.		Application Form Selection Process References
5. Circumstances	Understands the importance of confidentiality and works in a discreet manner where appropriate Positive attitude to working with children and adults around the child (e.g. parents, carers).		Application form Interview References



Application Guidance

Please read these Guidance Notes carefully before completing the application form. The application form is the first step in the recruitment process, which may lead to an interview and the possible offer of a job. It is therefore important that you complete the application form as fully as you can. We do not accept CV's and therefore the information that you supply on the application form is the only information that we consider when deciding whether you should be shortlisted.

General Information

- Please read the job description, person specification, advertisement and any other papers carefully, before filling in the form, and use this information to make your application relevant to the post.
- Please use **black ink** or type your application form – this helps when the applications are photocopied.
- **Do not send a CV with your application** – we believe that asking all applicants to complete an application form ensures fairness and consistency in our recruitment process.
- Do not submit the same application form for more than one job. Tailor each application to fulfil the requirements for a particular job. Please endeavour to keep your application form neat and tidy – the application form provides our first impression of you!
- The selection criteria used for shortlisting are the skills, abilities, knowledge and experience required to do a specific job. No assumptions will be made about these criteria. It is therefore vital that you tell us how you meet the selection criteria.
- Please return the application form by the closing date advertised.

The Application Form

- ✓ **Personal Details** – In accordance with the Data Protection Act and GDPR, the information you provide on the application form will be used solely for the purpose of the recruitment procedure and will not be used or passed on to any third party for any other reason. We prefer to make contact through email, therefore make sure your personal e-mail address is provided clearly and check your inbox regularly after the closing date (and your spam!)
- ✓ **References** – In order to speed up the process of appointment we will make a request for references before we interview you, unless you specify otherwise.
- ✓ **Recruitment Monitoring** – The Family of Learning Trust operates a policy of equal opportunity and fair treatment for employment and development. To assist in monitoring the effectiveness of this policy, and for this reason only, applicants are asked to give details of their ethnic origin, sex and any disability. The information you provide is used solely for monitoring purposes. It will be treated as confidential and will be detached from your application form on receipt. The information will not be seen by those who decide on the list of applicants to be invited to interview.
- ✓ **Education, Qualifications & Training** – Please include all your education, qualifications & training, both informal and formal. You may be asked to produce certificates confirming qualifications at a later stage.



- ✓ **Present/Recent Employment** – Starting with your present employer, please complete this section in date order, beginning with your most recent job and listing all work undertaken, paid and voluntary, since leaving school. Please account for any breaks/gaps in employment history since leaving full time education. Please continue this section on a separate sheet if necessary.
- ✓ **Skills, Abilities, Knowledge & Experience** – This section is the most vital part of the form. You may be one of many people applying for a job, so your application needs to stand out by showing your suitability against the person specification. You should provide **examples** of how you meet the skills, abilities, knowledge and experience identified, these can be non-work based if necessary.



Using Artificial Intelligence (AI) for job applications

Following this guidance will help to ensure a fair selection process for all candidates. One where we assess everyone based on merit alone. AI tools, such as ChatGPT, Copilot and Gemini are changing how people work, communicate and prepare job applications. These tools can be helpful when used in an appropriate way. Although, it is important that they support your ideas, experiences and skills, rather than replace them.

How AI can support you

It can help you to:

- ✓ Refine and clarify your ideas and thoughts.
- ✓ Structure your responses and express your points more clearly.
- ✓ Research the Family of Learning Trust.
- ✓ Summarise information or help you understand our work better.
- ✓ Discover details about the role and education to help you relate the role to your knowledge and experience.
- ✓ Check spelling, grammar, tone, clarity and proofread.

What AI must not be used for:

- To invent, exaggerate or misrepresent your skills or experience.
- To produce generic, copied or generated answers.

Your application

This should:

- ✓ Clearly address the criteria in the Person Specification.
- ✓ Provide evidence of how you meet each requirement.
- ✓ Reflect your genuine experience, skills and achievements.
- ✓ Be personal, specific and based on your own experience.
- ✓ Reflect what you can do and what you have done in the past.

Before you submit your application, we ask you to confirm that the information you provide is true and accurate when you sign your application form, therefore, it should give us an accurate and authentic picture of your skills and experiences.

Note: Applications may be rejected at any stage if we find AI is not used in line with our guidance.

Your interview

We will ask you to give examples from your own experience that show how you meet the criteria.

Why authenticity is important

We are looking for talented candidates who align with our values. Being authentic in your application is vital to determine whether our role is right for you.



The Family of Learning Trust Vision

'Learning Without Limits'

The Principles of our MAT

- A commitment to a culture of lifelong learning for all hence our ethos is 'Learning Without Limits.'
- Relentless pursuit of excellence in all aspects of school life.
- A bespoke curriculum, tailored made to meet the needs of our children with strong links to the community and the outdoors.
- Strong pastoral care for all children. Rigorous and Robust systems for monitoring important areas of school life
- Successful partnerships with parents, families and the local community

Our behaviours

These are our expectations for our staff:

- I am honest
- I am respectful
- I am positive
- I am supportive
- I communicate
- I am flexible

Beech Hill is a friendly caring school with high expectations for all our pupils. Our children are encouraged to explore, discover and question through a range of exciting learning opportunities both within and outside the classroom. Our curriculum is rich and inspiring and offers pupils a broad range of experiences and opportunities. The staff endeavour to provide a calm and stimulating environment where good behaviour and mutual respect is modelled by everyone and where everyone is valued. Interwoven throughout our curriculum are key 'characteristics of learning' which we hope to instil in our pupils. We encourage children to take risks and teach them that it is ok to fail.