



# Fulneck School Information for Candidates

In Essentials Unity,  
In Non-Essentials Liberty,  
In All Things Charity



**APPOINTMENT OF  
TEACHING ASSISTANT 1:1 SEN Support**

**FOR IMMEDIATE START**

## School

Fulneck School is situated in a rural setting on the outskirts of Pudsey, Leeds, overlooking the Tong Valley, with easy access to main roads and motorway. It forms part of the Moravian Church Settlement at Fulneck which was founded in 1746 and was originally two separate schools, a boys' and a girls' school,



although it has been co-educational since 1994 when the two schools merged. It retains all the charm and character of the original buildings and grounds, and has benefited from recent development in keeping with the period buildings. The Junior School is housed in the main east building of the School. There are a number of separate teaching blocks including those for Science, Sixth Form, Creative Arts and Design and Technology. Other departments are housed in the main buildings. A separate Learning Support Unit offers specialist help with dyslexia for both Junior and Senior School pupils. In addition, the school has an EAL unit to assist overseas students for whom English is not their main language. There are two boarding houses; the boys' house is located in the main west building and the girls' house in the main east building. There is a large gymnasium and there are several tennis courts, together with extensive playing fields. Pupils also make use of the facilities at the local leisure centre for swimming and other sports activities.

A continuous programme of upgrading and enhancing facilities has resulted in the creation of new Junior and Senior libraries, a fifth ICT facility, a new suite of classrooms, a newly refurbished Sixth Form Centre, as well as the extension and refurbishment of the boarding houses during the last four years. The Senior Leadership Team and Governors are currently exploring new initiatives to further enhance the facilities.

The school has recently undergone an Inspection under the new Independent School Inspectorate (ISI) format. The judgements of excellent and good for pupils' personal development and achievement confirmed that the school is thriving. The Inspection Reports are available on the school's website.

## Staff

There are over 50 members on the teaching staff. Support staff includes the Estates, domestic and catering teams, Librarians, ICT and laboratory technicians, boarding house staff, School Nurse and secretarial personnel.



## Pupils

On the current roll there are approximately 300 pupils aged 3-18. Of these, around 200 are in the Senior School, with 65 full or weekly boarders. Over half of the Senior School pupils enter through our Junior School, though a number join us from feeder schools after the entrance examination each year.

As the school is largely non-selective there is a broad ability range with pupils who are academically more able (AMA), as well as those with Special Learning Needs, particularly dyslexia. A proportion of the boarders also receive support with English as an Additional Language.



## Governing Body

The School comes under the authority of the Moravian Church (Protestant) through its Provincial (Church) Board, the members of which act as the Trustees of the School. The Board of Governors consists of local men and women from a variety of professions including education.

The Board of Governors meets at least twice per term and its committees more frequently.

## School Philosophy

Our Core Values: In essentials UNITY, in non-essentials LIBERTY, in all things CHARITY.

We emphasise:

The value of each individual, by encouraging the development of intellectual, physical and spiritual qualities to the full; the importance of the highest personal standards of integrity; self-discipline and scholarship.

We aim to send out students who are:

- Justifiably proud of their academic achievement
- Mature, confident and capable young men and women
- Generous in spirit, tolerant and sensitive to the needs of others
- Aware of the responsibilities of adulthood and parenthood
- Positive in attitude about their contribution to the wider community.



In order to achieve our aims, we are committed to a particular school profile:

- We shall remain a comparatively small school. In this way we can know each individual well and maintain the quality of our pastoral care.
- We provide for all-round academic achievements, with a curriculum encompassing numeracy, literacy, languages, creative arts, humanities, sciences, technology and physical education, preparing students for higher education and adult life.

- We appreciate family loyalty; we are pleased to accept sisters and brothers of school pupils unless there are special educational needs which we cannot meet
- We balance the academic and social needs of the boys and girls in the various stages of their school careers.
- We encourage all pupils to participate in extra-curricular activities.
- We have a constructive and positive attitude to discipline; our expectations of appearance, courtesy and behaviour are high and we implement a firm but fair policy in which self-discipline can develop.
- We provide appropriate opportunities for co-operation, self-reliance and leadership throughout school life.
- We value the part the school can play in the life of the Fulneck Settlement and in the local community and we encourage links which strengthen these relationships.
- Candidates should be in sympathy with the school's philosophy and Christian ethos and be comfortable attending Assemblies in our Church.

Further details of the school are available on our website.

Fulneck School is committed to safeguarding and promoting the welfare of children. Child protection screening will apply to this post, including checks with past employers and the Disclosure and Barring Service. Candidates should be aware that provision of false information is an offence and would result in the rejection of the application or summary dismissal if the applicant has started their employment at the school. In such a case, the individual may be referred to the police and the DCSF Children's Safeguarding Operations Unit.

## **Appointment of Teaching Assistant: 1:1 SEN Support**

The Principal and Governors are seeking to appoint to this position from December 2018.

Fulneck School has approximately 300 pupils from the ages of 3 to 18, 200 of whom are in the Senior School. Approximately 65 of the pupils are boarders. The school admits pupils of a broad spectrum of ability but is very successful in public examinations.

Fulneck School belongs to the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD). It has a designated Learning Support Unit providing specialist tuition on a group and individual basis according to the varied needs of pupils.

### **Main Function**

To assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable them to make best use of the educational opportunities available.

### **Specific Responsibilities**

- 1 To aid the pupil to learn as effectively as possible both in group situations and on his/her own by, for example:
  - Clarifying and explaining instructions
  - Ensuring the pupil is able to use equipment and materials provided
  - Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
  - Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc
  - Using praise and assistance to encourage the pupil to concentrate and complete tasks to the best of his ability.
  - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning and delivery as appropriate
  - Providing additional nurture to individuals when requested by the class teacher or SENCO
  - Consistently and effectively implementing agreed behaviour management strategies
  - Helping to make appropriate resources to support the pupil
- 2 To establish supportive relationships with the pupil concerned
- 3 To promote the acceptance and inclusion of the pupil with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner.
- 4 Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- 5 To give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop independence and self esteem.
- 6 To support the pupil in developing social skills both in and out of the classroom.
- 7 To support the use of ICT in learning activities and with specific programmes including voice activated software and keyboard skills.
- 8 To provide regular feedback on the pupil's learning and behaviour to the SENCO, including feedback on the effectiveness of strategies adopted.

- 9 Under the direction of the SENCO, carry out and report on systematic observations of the pupil to gather evidence of -their knowledge, understanding and skills upon which judgements can be made about their stage of development.
- 10 When working with a group of pupils, use group dynamics to promote group effectiveness and to support individual performance of the pupil concerne
- 11 To know and apply school policies as required.
- 15 To develop a relationship to foster links between home and school.
- 16 To contribute towards reviews of the pupil's EHCP as appropriate.
- 17 To take part in training activities to further knowledge and skills of working with a child with ASC.
- 18 To provide the pupil with some support during unstructured time e.g. break and lunchtime.
- 19 To accompany the pupil on educational visits.
- 20 To provide individual support, as required, during examination sessions.

The hours of work are as follows, term time only.

Monday	8:45am-3:55pm
Tuesday	9:50am-3:55pm
Wednesday	9:50am-3:55pm
Thursday	8:45am-12:20pm
Friday	9:50am-3:55pm

The salary for this post is £7667 per annum.

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Candidates interested in applying for the post should complete an application form and submit a letter in support of the application to the Principal.

Closing date for applications: Wednesday 5<sup>th</sup> December. Interviews will be held the following week.

Candidates who are called for interview will have the opportunity to tour the school and to meet key members of staff.

**November 2018**



ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED
ANY ADDITIONAL FACTORS	5.1	Commitment to ongoing personal training and development.	Selection Process
	5.2	Ability to adapt and be flexible to the needs of the school.	Selection Process
	5.3	Willingness to work flexible, or extended hours as and when required.	Selection Process
	5.4	Willing to undertake training and development as required.	Selection Process