



9<sup>th</sup> December 2022

## Information from Local Authority

Please see at the end of this bulletin, information from Public Health, which has been provided by the UK Health Security Agency (UKHSA) for Northeast schools, parents and carers. UKHSA are assuring us that severe Group A Strep (GAS) infections are exceptionally rare and the information provided is intended to give some background advice which schools and parents may find helpful. Public Health colleagues have also contacted the UKHSA for a version of the school's letter to be sent specifically to nurseries and as soon as we receive this information we will share immediately.

## Hardship at Christmas

Given the current situation with rising food costs, oil and energy prices to name a few, more families than ever are struggling to make ends meet. Thanks to a generous donation we are now in an extremely fortunate position to support a number of families with new gifts for Christmas. This will all be done without pupils being aware, therefore gifts can be wrapped at home and gifted from parents/carers. Please get in touch with a simple email to [matthew.bainbridge@consilium-at.com](mailto:matthew.bainbridge@consilium-at.com) or contact the school on 0191 500 7981 to register an interest.

Have a lovely Christmas from all the staff at Thornhill

## Holiday Activity and Food (HAF) programme

**Holiday Activity and Food STARS SEND Event**  
For children and young people with special educational needs and disabilities, their families and carers

**Location:**  
Monument Centre & Barnwell Academy

**Date and time:**  
Tuesday 3 January  
11am to 3pm

**Free, accessible and inclusive**

Angela's Ark | Cosmos Planetarium | Face Paint | Music Hub | Big Science | Nutritional Education | Sunderland Climbing Wall | Arts and Crafts | Signposting Services | Autism Outreach Team | Sunderland People First | Hot, Healthy Meal | Parent-Carer Forum | Careers Advice | plus more!

together for children SUNDERLAND  
Department for Education

Wear Here 4 Winter is back for the Christmas holidays from Wednesday 21 December through to the New Year, with providers offering four hours of fun, festive activities and a hot, healthy meal for school aged children who receive means-tested free school meals. A timetable of free activities, split by area, can be found on our website at

[www.togetherforchildren.org.uk/HAF](http://www.togetherforchildren.org.uk/HAF).

We would be grateful if you could share this link with any families who receive means tested free school meals at your school and encourage them to come along and get

involved. Please do this via email and/or text message to ensure that we reach as many families as possible – please see attached information which you can copy and paste. If you have any queries, please email [HAF@togetherforchildren.org.uk](mailto:HAF@togetherforchildren.org.uk)

## Safeguarding

Can we all please use the streets opposite school, or other safe parking spaces outside of school, to drop children off on a morning and collect in the afternoon. Students can then use the crossing to safely cross the road.

**There must be no children getting out of cars on the main road especially on the zigzag lines, even if stopped at the crossing, as this is extremely dangerous.**

*Rule 191 of the highway code states*

*'You **MUST NOT** park on a crossing or in the area covered by the zig-zag lines.'*

## Christmas Holidays

The last day of school is the 20<sup>th</sup> of December, the first day of the holidays is 21<sup>st</sup> December and we will return to school on 4<sup>th</sup> January 2023.

## Festive Attendance Giveaway

Parents / Carers, we are delighted to be able to have over £500 worth of vouchers to give away for individual prizes to students based on Attendance during this festive period. There will be 31 vouchers for prizes between £10 and £75 for your child to win.

All prizes will be drawn on Tuesday 20<sup>th</sup> December, however, we must have your child in school for that day in order to qualify for the big Draw at breaktime.

Students will be able to claim tickets for the draw on a daily basis by simply being in school. This means the more days they are in school the more tickets they will have and in turn better chances of winning.

On the final day of term, 20<sup>th</sup> December, each child will be rewarded an additional 10 tickets to maximise their chances of winning.



## Parent View Questionnaire

We would love to hear your views on our school. Please take a moment to register via email and complete the 2-minute questionnaire about Thornhill Academy using the link below.

<https://parentview.ofsted.gov.uk/login?destination=give-your-views>

## Year Group Assessments



We would like to share how proud we are of both Year 9 and Year 10 students as they prepare for and carry out their assessments in our formal Exam venues this week and into next week. This is a new experience for them, and for many quite a daunting one. Their conduct has been exceptional and their mature approach to their preparation is commendable. Well done!

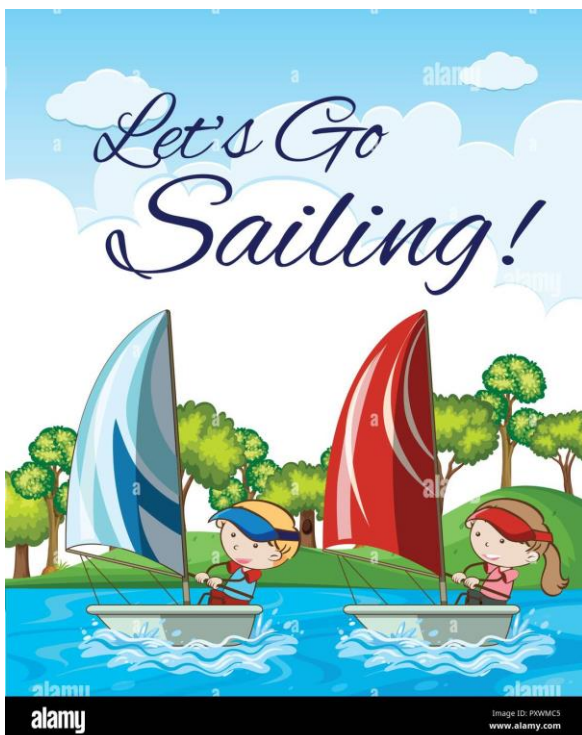
Let's not forget our Year 7s too who are completing their classroom assessments and teachers have reported consistently how pleased they are with the efforts made

by each class.

We know that all students will do their very best and 'show what they know' in these first assessments of the year.

We will be reporting attainment to parents of Year 8 and 11 before the Christmas break and reports for Year 7, 9 and 10 will be issued mid-January.

## All Aboard!!



You may have seen through our social media streams, an amazing opportunity for our current Year 9 cohort next year. Setting sail from Royal Quays Marina, North Shields on Monday 15<sup>th</sup> May 2023, 12 students will be selected to spend 5 days and 4 nights aboard a fantastic fully funded sailboat, travelling up and down the northeast coast, stopping off at local ports to spend days on the beaches and going on fantastic adventures!

If this is something your child in would be interested in, they can apply for a place by completing an application form explaining the reason why they should be chosen for this once in a lifetime experience. Applications should be no more than one side of A4 and can be

handwritten or typed. The deadline for this is the end of this term, Tuesday 20<sup>th</sup> December. If you have any further questions, you can visit the organisations page via this link: <http://www.oynorth.org.uk/> or contact Mr Haley - Head of Year 9.

## Sunderland AFC



As a school, we use a teacher supply agency, AK Teaching, who are also one of the main sponsors for Sunderland AFC. As a result, we have secured 12 tickets to the home game on Sunday 22<sup>nd</sup> January, Sunderland Vs Middlesborough! Out of the 12

tickets, six pupils will have the chance to be on the pitch as flag bearers, when the players walk out on to the pitch prior to kick-off. This is open to current Year 7 & 8 pupils. To be eligible to be chosen, your child must have 100% attendance and excellent behaviour between the dates of 5<sup>th</sup> and 13<sup>th</sup> January 2023.

## Y10 French Exams

Here are the times for the GCSE French speaking examinations. Please remind your child of their time. Bonne chance!

### Year 10 French Speaking Examinations

Tuesday 13th and Wednesday 14th November

### Tuesday 13th November

1	Stefan	09:00
2	Alima	09:15
3	Jayden	09:30
4	Martha	09:45
5	Zareen	10:00
6	Talan	10:15

7	Hajira	10:30
8	Mannat	11:15
9	Hajeefa	11:30
10	Anton	11:45
11	Eli	12:45
12	Taaha	01:00
13	Alexia	01:15
14	Adil	01:30
15	Kameron	01:45
16	Anjuma	02:00
17	Ryan	02:15

**Wednesday 14th November**

18	Katie	09:00
19	Sara	09:15
20	Naail	09:30
21	Salim	09:45
22	Yaksh	10:00
23	Leona	10:15
24	Mubarakah	10:30
25	Luke	11:15
26	Aliya	11:30
27	Anji	11:45

**School Vacancy**

Please see at the end of this bulletin an application form for an opportunity to work within our academy. Please forward this to people you know who may be interested in this opportunity.

**Parent App**

We are encouraging all parents/carers to sign up to the SIMS Parent App.

The App enables us to communicate easily with you and allows you to keep your child's information up to date.

Once signed up, please check the data collection sheet as this shows the details that we hold for you and your child.

At the end of the process, you will be required to review the changes and submit to the school for us to process your changes.

If there are no changes, please ensure you click on the confirm no changes button on the page.

We have included below the parent guide on how to register for the App.



## SIMS PARENT APP

### QUICK SETUP GUIDE

The SIMS Parent app allows us to easily communicate with you, the parent/carer. Whether it's sharing information such as attendance, termly assessments, conduct, school reports and sending messages to or from the school. The app also allows you to keep your child's information up to date! All of the information is easily accessible from the convenience of your smart phone, tablet or PC.

We can now easily send automated alerts and notifications directly to your phone! By sharing information with you on attendance, termly assessments, timetables or school reports and conduct, you can stay on top of your child's progress. A clear dashboard gives you an overview of your child's school life and the data collection functionality within the app and website lets you easily update your contact information too.

**Follow the steps below to setup and install the SIMS Parent App.**



## STEP #1: Receive the Activation Email

1. We will send you an activation email. Simply click on the link inside the email from your tablet, PC or smartphone to activate your account.
2. After clicking on the link in the email you will now be asked to login using your Facebook, Twitter, Google or Microsoft (including Office 365) account username and password. Don't have one of those accounts then click on More for the option to create a Microsoft account.
3. You will be asked the date of birth for one of your children at the school.
4. Click Verify and complete your registration.

**Now you just need to download the app!**

\*The email will be from [noreply@sims.co.uk](mailto:noreply@sims.co.uk) so please check your SPAM or JUNK folder if you cannot find it. If you still cannot find it then please contact the school on [thr-enquires@consilium-at.com](mailto:thr-enquires@consilium-at.com) to confirm that we have the correct information for you.

## STEP #2: Download SIMS Parent App & Login

The app is free to download and can be used on both iPhone and Android devices.

1. Open the Apple store or Google Play store on your mobile device.
2. Search 'SIMS Parent app' and select SIMS Parent by Capita PLC.
3. Click install to download the app
4. Once installed, open the app on your device.
5. You will be asked 'Have you received an invitation from your school and completed registration?' Click yes
6. Login using the account you signed up with.

Alternatively, you can login in via the website: [www.SIMS-PARENT.co.uk](http://www.SIMS-PARENT.co.uk)

## **Breakfast Club**

A reminder that all students are required on site for 8.20 am and Breakfast club is available from 8am **FOR ALL STUDENTS**, whether they are eligible for free school meals or not.



## **Attendance**

A massive thank you to all the parents who are continuing to support the increase in attendance for their child by sending children into school. We are seeing excellent progress in attendance and student knowledge.

Parents must be aware that their child will receive a "U" code if they arrive to school after 9.10am. This means they will have 0% attendance for the morning. This is massively impacting on student's attendance and can easily be improved.

## **Uniform**

Thank you for your ongoing support with the standards and expectations around your child's jacket inside of the school building and the type of jacket they must wear to school. Please be reminded that body warmers, sports jackets and hoodies are all unacceptable pieces of uniform for Thornhill.

## **School Contact Details**

Telephone: 0191 5007981

Email: [thr-enquiries@consilium-at.com](mailto:thr-enquiries@consilium-at.com)

Website: <http://thornhillschool.org.uk>

Twitter: @thornhill\_uk

Facebook: Thornhill Academy



Dear parents and carers,

### **Re: Increase in scarlet fever**

We are writing to inform you of a recent increase in notifications of scarlet fever to the UK Health Security Agency (UKHSA), above seasonal expected levels.

We would like to take this opportunity to remind you of the signs, symptoms and the actions to be taken if you think that you or your child might have scarlet fever.

### **Signs and symptoms of scarlet fever**

Scarlet fever is a common childhood infection caused by *Streptococcus pyogenes*, or group A Streptococcus (GAS). It is not usually serious, but should be treated with antibiotics to reduce the risk of complications (such as pneumonia) and spread to others.

The early symptoms of scarlet fever include sore throat, headache, fever, nausea and vomiting. After 12 to 48 hours, the characteristic red, pinhead rash develops, typically first appearing on the chest and stomach, then rapidly spreading to other parts of the body, and giving the skin a sandpaper-like texture. The scarlet rash may be harder to spot on darker skin, although the 'sandpaper' feel should be present. Patients typically have flushed cheeks and be pale around the mouth. This may be accompanied by a bright red red 'strawberry' tongue.

If you think you, or your child, might have scarlet fever:

- contact your GP or NHS 111 as soon as possible
- make sure that you or your child take(s) the full course of any antibiotics prescribed. Although you or your child will feel better soon after starting the course of antibiotics, you must complete the course to ensure that you do not carry the bacteria in your throat after you have recovered
- stay at home, away from nursery, school or work for at least 24 hours after starting the antibiotic treatment, to avoid spreading the infection

You can help stop the spread of infection through frequent hand washing and by not sharing eating utensils, clothes, bedding and towels. All contaminated tissues should be disposed of immediately.

### **Invasive Group A Strep (iGAS)**

The same bacteria which cause scarlet fever can also cause a range of other types of infection such as skin infections (impetigo) and sore throat. In very rare cases, the bacteria can get into the bloodstream and cause an illness called invasive group A strep (iGAS). Whilst still very uncommon, there has been an increase in iGAS cases this year, particularly in children under 10 years old. It is very rare for children with scarlet fever to develop iGAS infection.



As a parent, you should trust your own judgement.

Contact NHS 111 or your GP if:

- your child is getting worse
- your child is feeding or eating much less than normal
- your child has had a dry nappy for 12 hours or more or shows other signs of dehydration
- your baby is under 3 months and has a temperature of 38C, or is older than 3 months and has a temperature of 39C or higher
- your baby feels hotter than usual when you touch their back or chest, or feels sweaty
- your child is very tired or irritable

Call 999 or go to A&E if:

- your child is having difficulty breathing – you may notice grunting noises or their tummy sucking under their ribs
- there are pauses when your child breathes
- your child's skin, tongue or lips are blue
- your child is floppy and will not wake up or stay awake

### **Stop the spread**

During periods of high incidence of scarlet fever, there may also be an increase in outbreaks in schools, nurseries and other childcare settings. Children and adults with suspected scarlet fever should stay off nursery / school / work until **24 hours** after the start of appropriate antibiotic treatment. Good hygiene practice such as hand washing remains the most important step in preventing and controlling spread of infection.

Yours sincerely,



**Gerry Taylor**

Executive Director of Public Health and Integrated Commissioning Services  
Sunderland City Council

### **Resources**

[NHS – Scarlet Fever](#)

[Scarlet fever: symptoms, diagnosis and treatment](#)

[Health protection in education and childcare settings](#)

[Hand hygiene resources for schools](#)



## WINTER ILLNESSES IN NORTH EAST SCHOOLS INFORMATION FOR PUPILS, PARENTS AND STAFF

September 2022

As autumn and winter approach, it is likely that there will be increasing numbers of people affected by winter illnesses, such as diarrhoea and vomiting, influenza and scarlet fever. This leaflet provides advice for pupils, parents and staff on how to reduce the risk of catching these common bugs.

### General hygiene

Handwashing is a highly effective way of preventing many infections from spreading. Pupils and staff should frequently wash their hands with warm water and soap, particularly after using the toilet, after using a tissue to catch a cough or sneeze, and before eating. As they are not effective against some germs which cause gastrointestinal illnesses, hand sanitiser gels are not a suitable substitute for handwashing after using the toilet.

### Respiratory infections including influenza (flu) and COVID-19

Respiratory viruses such as flu and other flu-like illnesses spread easily between people from coughs and sneezes and can live on surfaces for several days. Symptoms may develop quickly and can include sudden fever, a dry chesty cough, a sore throat, aching body, headache, tiredness, diarrhoea or tummy pain, and nausea. For most people, viral respiratory infections result in an unpleasant but self-limiting illness. However, some people are at risk of developing severe illness or complications, including older adults, pregnant women, those with a long-term condition or a weakened immune system, and those in long-term care facilities.

Vaccination of eligible children can reduce the risk of infection, including to others they are in contact with.

There is more information on the COVID-19 vaccine for children at

<https://www.nhs.uk/conditions/coronavirus-covid-19/coronavirus-vaccination/coronavirus-covid-19-vaccination-for-children/coronavirus-covid-19-vaccine-for-children-aged-5-to-15/>

The seasonal flu jab offers the best available protection against severe illness caused by the influenza virus. **All children and adults eligible for an NHS vaccination should take up this offer.**

There is more information on the flu vaccine for children at

<https://www.nhs.uk/conditions/vaccinations/child-flu-vaccine/>

If you or your child are in an at-risk group **and** develop symptoms of flu, anti-viral treatment may be advised. Please seek prompt medical assessment via NHS 111, a GP or a nurse who will be able to provide further advice.

If you or your child are in an at-risk group **and** have had recent contact with a confirmed influenza case **and** have not had the seasonal flu jab, anti-viral treatment may be advised. Please seek prompt advice via NHS 111, a GP or a nurse.

If you or your child are not in an at-risk group and develop symptoms of flu, and would like advice on managing these symptoms, please consult a pharmacist, NHS 111, or your GP or nurse in the usual way.

As with any respiratory illness, any child or staff member with these symptoms should stay off school until any fever has resolved and they are well enough to do their normal activities.

There is more information on flu at [nhs.uk/conditions/flu](https://www.nhs.uk/conditions/flu)

### **Diarrhoea and vomiting**

It is not unusual for viruses which cause diarrhoea and vomiting to circulate among children, especially over the winter. If you or your child develop these symptoms and are concerned about them, please contact NHS 111 or your GP or nurse in the usual way.

Any child or staff member who develops diarrhoea and/or vomiting should stay off school until 48 hours after they last had diarrhoea or vomiting.

There is more information on diarrhoea and vomiting at [nhs.uk/conditions/diarrhoea-and-vomiting](https://www.nhs.uk/conditions/diarrhoea-and-vomiting)

### **Scarlet fever**

Scarlet fever is usually a mild illness, though it typically needs to be treated with a course of antibiotics to minimise the risk of complications and reduce the spread to others. Scarlet fever is characterised by a fine red rash which typically appears first on the chest and stomach, rapidly spreading to other parts of the body. The skin can feel a bit like sandpaper, and the face can be flushed red while remaining pale around the mouth. The rash often appears after or along with symptoms such as a sore throat, headache, fever, nausea and vomiting. Children who have recently had chickenpox are at high risk of a more severe course of illness if they catch scarlet fever.

If you think you or your child has scarlet fever, please seek prompt medical assessment via NHS 111, or your GP or nurse.

Any child or staff member who develops scarlet fever should stay off school until 24 hours after their first dose of antibiotics.

There is more information on scarlet fever at [nhs.uk/conditions/scarlet-fever](https://www.nhs.uk/conditions/scarlet-fever)

### **COVID-19**

It is possible that we will see an increase in the number of COVID-19 cases over the autumn and winter period. Vaccination offers the best available protection against severe illness caused by COVID-19. **Anyone eligible for an NHS COVID-19 booster vaccination should take up this offer.**

Symptoms of COVID-19 include fever, a new continuous cough, a loss of or change to your sense of taste or smell, shortness of breath, feeling unusually tired, an aching body, a headache, sore throat, blocked or runny nose, a loss of appetite, diarrhoea and feeling or being sick. If you or your child develop these symptoms and are concerned about them, please contact NHS 111 or your GP or nurse in the usual way.

As with any respiratory illness, any child or staff member who develops these symptoms should stay off school until any fever has resolved and they are well enough to do their normal activities. Although most people are no longer eligible for COVID-19 testing, any child who happens to have a positive COVID-19 test should stay off school for at least three days from the date of the test, and any adult who happens to have a positive COVID-19 test should stay off school for at least five days from the date of the test.

There is more information on COVID-19 at [nhs.uk/conditions/coronavirus-covid-19](https://www.nhs.uk/conditions/coronavirus-covid-19)

### **School closures**

The Health Protection Team **does not** frequently or routinely advise that schools close when there are increased levels of diarrhoea and vomiting, increased number of COVID cases, or increase numbers of cases of other winter illnesses. Closing schools does not usually provide substantial additional protection against catching illnesses which are commonly circulating in the community.

However, schools may need to close for other practical reasons, such as due to high levels of staff absence, or a need to facilitate additional cleaning. Any decision about school closures will be taken by the school's management team, and any queries regarding these should be addressed to the school.



Thornhill  
Academy

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Autism Support Assistant



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Autism Support Assistant at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy where all staff are committed to giving our pupils the education that will help them become the very best they can be. Our vision of Learn to Live, Live to Learn, aims to prepare pupils not just for today but tomorrow and life beyond school as we see learning to last a lifetime.

Thornhill provides excellent opportunities for children to develop as learners and grow as individuals. We offer a vibrant, exciting and inclusive all round education and preparation for life and we are justly proud of the great progress and high achievements our pupils make. We expect exemplary standards of behaviour and respect for all within our inclusive school community and strive to encourage a thirst for learning.

Thank you again for your interest, this is an exciting opportunity to work in a popular, successful and forward looking academy within a well-established department with excellent facilities.

I look forward to receiving your application.

Kind regards,

Mrs S Hamilton  
Headteacher



## About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with 574 students and occupies a large site in close proximity to Sunderland City Centre. Thornhill offers students and staff rewarding and deeply engaging experiences, and supports them on their journey to become inspirational and reflective practitioners, improving life for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing challenges and learning from failures. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.



# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

# About the Role

**Job Title:** Autism Support Assistant

**Start date:** ASAP

**Hours:** 36 hours per week, term time + 5 days

**Contract:** Permanent

**Salary:** Grade 4 (NJC scale points 6 – 8) actual salary £19602-£20324

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Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Thornhill Academy, part of Consilium Academies who are committed to providing the best possible education for our pupils.

We are seeking to appoint a talented and committed individual to join our Learning Support Department here at Thornhill Academy. The role of the Autism Support Assistant will be to support students with autism on a 1:1 and small group basis. The postholder will also work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils. The successful candidates will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to David Gilboy-Dodds at [David.gilboydodds@consilium-at.com](mailto:David.gilboydodds@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is 14<sup>th</sup> December 2022 at 9am**

**Interviews will take place on 16<sup>th</sup> December 2022**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*

## Job Description

Job Title:	Autism Support Assistant
Reports to:	Business Support Officer
Based at:	Thornhill Academy
Grade:	Grade 4 (NJC scale points 6 – 8)

### Main purpose of the Role

To work under the instruction/guidance of a teacher, to provide specific 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 support students with autism on a 1:1 and small group work basis.

### Core Responsibilities & Tasks

#### Support for the Pupils

- Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement.
- Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Support for the Curriculum.
- Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

#### Support for Teachers

- Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with planning of learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routing marking of pupils' work.
- Establish constructive relationships with parents/carers.
- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.
- Administer routine tests and invigilate exams, and accurately record achievement and progress.

#### **General Tasks**

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.
- Work with external professionals, such as the Autism Outreach Team, to ensure the best outcomes for students with autism in school.

#### **Corporate Responsibilities**

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

#### **Additional Notes**

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

## Person Specification

Qualifications and CPD	Essential	Desirable
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		X
Experience, Knowledge and Skills	Essential	Desirable
Experience of working with children of relevant age.	X	
Experience of working with pupils with additional needs.		X
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	X	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		X
Ability to relate well to children and adults.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions for pupils at risk of underachieving.	X	
Full understanding of the range of support services/providers.		X
Knowledge and understanding of autism and the impact that this has on learning	X	
Ability to support students with autism on a 1:1 and small group basis	X	
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
Personal Attributes	Essential	Desirable
Ability to relate well to children and adults.	X	
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X