



**Alderbrook School  
& Sixth Form**  
AMBITION | BRAVERY | KINDNESS

# Alderbrook School Recruitment Information Pack





**Alderbrook School**  
**& Sixth Form**  
AMBITION | BRAVERY | KINDNESS

### **Special Support Assistant**

Part Time (32.5 hours) Term-time plus Insets (39 Weeks)  
Band C (£26,824 - £29,540 pro rata)  
Starting salary £20,198

We require a Special Support Assistant to join our Student Development Department.

The post involves supporting students who require individualised support in relation to their learning needs, which may include autism, ADHD, dyslexia or dyspraxia for example.

The successful candidate may be required to support students within a small specialist-teaching group as well as in lessons across the curriculum in a mainstream setting. It is also likely that the successful candidate will provide one-to-one support for selected students of high need.

The application form and recruitment information pack can be downloaded from the school website or obtained by contacting Anna Whittington on the school contact details below.

Tel: 0121 704 2146

E-mail: [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)

**Closing date for applications: 9.00am Monday 12th January 2026**

Please return your completed application to [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)

*The School is committed to the safeguarding and welfare of young people. Pre-employment checks will be carried out in line with the Department for Education's Keeping Children Safe in Education Statutory Guidance.*

# Key Information Sheet

## Application process

Applicants must apply by no later than 9am on the closing date of **Monday 12<sup>th</sup> January 2026**. All applicants are strongly advised to read the job description and person specification for the post prior to submitting their application.

## Letter of application

Please include a letter of application with your application form outlining why you would be the best person to become a Special Support Assistant at Alderbrook. This should be addressed to Tom Beveridge, Headteacher, and should be no more than 2 sides of A4 and set to size 12 point font size. Applications should be emailed to [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)

## Selection process

Applications will be ranked against the person specification for the role and shortlisted applicants will be invited to interview. There may be a further shortlisting process on the interview day itself. Any job offer is subject to successful references, medical clearance and an enhanced DBS check.

## Online check

In line with the Department for Education's Keeping Children Safe in Education 2025, an online search will be undertaken for applicants shortlisted for interview. This search will be carried out on publicly available online information and will not include social media searches. If any information is found it will be shared with the interviewee on the day of interview.

## Pay

The salary range for the post is detailed on the job advert.

Alderbrook is committed to the principle of equal employment opportunity and as such we ensure that all applications are treated appropriately and fairly with decisions never made based on gender, sexual orientation, marital or civil partner status, gender reassignment, race, colour, nationality, national or ethnic origin, religion or belief, disability or age.

## Job Description

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>	Special Support Assistant
<b>Salary Band</b>	Band C
<b>Hours</b>	32.5 hours per week, term time plus inset days (39 weeks)
<b>Responsible to</b>	SENDCo

### Main Duties and Responsibilities

Under the direction of the SENDCo:

- Supporting individuals or very small groups of students with EHCPs
- Adapting material/resources for use in the mainstream classroom in liaison with the classroom teacher
- Undertaking reasonable duties, delegated by, and under the supervision of the classroom teacher, related to supporting the learning of students with EHCPs
- Working in collaboration with teaching staff to set criteria for support, to adapt resources and to plan individual learning targets
- Providing individual reading support beyond the mainstream classroom
- Maintaining efficient and effective records on individual pupil progress
- Producing summative reports to evaluate the effectiveness of the support for the learner
- Adapting the focus of work to reflect changing priorities agreed with the Head of Faculty
- Carrying out any other reasonable duties designated by the SENDCo

### In General

- Working collaboratively and co-operatively with all other colleagues
- Undertaking any other reasonable, related duty which the Headteacher may request from time to time within a reasonable work schedule and commensurate with the level of the post
- To contribute to the overall ethos, work and aims of the school
- To participate in the school's performance review process
- To adhere to the school's policies and procedures

All jobs are subject to change and this job description is to be reviewed annually or at any other mutually convenient time

**Signed:** \_\_\_\_\_ **Tom Beveridge – Headteacher**

**Signed:** \_\_\_\_\_ **Special Support Assistant**

**Date:** \_\_\_\_\_

## Person Specification

Alderbrook School has a responsibility for, and is committed to, safeguarding and promoting the welfare of children, young people and vulnerable adults, and requires all staff and volunteers to share this commitment.

<b>Post Title</b>	Special Support Assistant
<b>Salary Band</b>	Band C
<b>Hours</b>	32.5 hours per week, term time plus inset days (39 weeks)
<b>Responsible to</b>	SENDCo

	<b>Essential Criteria</b>	<b>Desirable Criteria</b>	<b>Measured by</b>
<b>Education &amp; Qualifications</b>	<ul style="list-style-type: none"> <li>English Language &amp; Maths GCSE at grade 4 (C) or above</li> <li>Willingness to complete further qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Level 3 qualification in child care/ child development eg.NVQ3 Teacher Assistant, diploma in Child Care etc or equivalent</li> <li>Additional qualification in an appropriate area of Special Educational Needs</li> </ul>	AF
<b>Skills &amp; Abilities</b>	<ul style="list-style-type: none"> <li>Good interpersonal and communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with parents and professionals from other agencies</li> </ul>	I
	<ul style="list-style-type: none"> <li>Ability to make sound judgements and decisions</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of current legislation and guidance, national and local, in the field of SEND</li> </ul>	AF/I /T
	<ul style="list-style-type: none"> <li>Good time management and organisational skills</li> </ul>		I/T
	<ul style="list-style-type: none"> <li>Ability to organise and manage a caseload and timetable</li> </ul>		I
	<ul style="list-style-type: none"> <li>Resilient under pressure</li> </ul>		I/T
	<ul style="list-style-type: none"> <li>Self motivated</li> </ul>		AF/I/T
	<ul style="list-style-type: none"> <li>Ability to work both as a team member and sustain working alone</li> </ul>		AF/I
	<ul style="list-style-type: none"> <li>Ability to communicate effectively in writing and orally</li> </ul>		AF/I/T

	<ul style="list-style-type: none"> <li>Competent in the use of ICT</li> </ul>		AF/T
<b>Experience &amp; Knowledge</b>	<ul style="list-style-type: none"> <li>Substantial and successful experience of working with children with special educational needs.</li> </ul>	Substantial and successful experience of working with children with special educational needs in a Secondary school	AF/I
	<ul style="list-style-type: none"> <li>Experience of giving Speech &amp; Language support and / or working with pupils with autism</li> </ul>		AF/I
	<ul style="list-style-type: none"> <li>Experience of the school curriculum and/or alternative provision</li> </ul>		AF/I
	<ul style="list-style-type: none"> <li>Practical understanding of effective learning and teaching strategies for pupils with SEND</li> </ul>		I/T
<b>Other Requirements</b>	Candidate will be appointed subject to an enhanced DBS check.		

<b>Compiled/ Reviewed by</b>	Tim Stent – Deputy Headteacher
<b>Date</b>	December 2025

## About our School

Alderbrook is a thriving, successful and welcoming community demonstrating a common purpose – to ensure the very best for all of our students. The name is often abbreviated to ‘ABK’, and this affectionate nickname also demonstrates our school core values of Ambition, Bravery and Kindness. These three words really do exemplify what our school is all about, as all members of our community – students, staff, parents and trustees – embody these values. Our aim is to be ambitious, brave and kind in everything that we do, and we are proud to be a truly comprehensive school providing an education of a high quality for all our students.

We are committed to enabling all our young people to develop into happy, well prepared and confident adults, secure in the knowledge of the role they can play in their own development. We offer an extensive range of opportunities to stimulate and enhance the growth of our students into mature and responsible adults with a sense of purpose. At Alderbrook, we exist so that every student can achieve, belong and thrive – at school and beyond.

In the last Ofsted inspection in April 2023, the inspectors reported that *“Alderbrook school leaders and pupils share the same high aspirations”*, and that *“Pupils’ well-being is at the forefront of leaders’ vision, including pupils’ mental health”*.

We deliver a broad and challenging curriculum to enable students to gain a deep knowledge and understanding of the world around them. We are proud of our inclusive approach, which is informed by the principle that a stimulating and personalised education is an entitlement for every child. This is consistently reflected in our examination results which, year-on-year, are above national averages at GCSE and A Level and place us as one of the highest performing schools in the Borough.

However, Alderbrook is about so much more than academic success. We are passionate about our students becoming well-rounded young people who are prepared for life beyond school. We are incredibly proud of our comprehensive enrichment programme and recognise the importance of sport and creativity.

We couldn’t achieve any of this without our wonderful staff, so their happiness and well-being is essential. We have a well-established Staff Wellbeing Group, led by a senior member of staff, and we offer staff a number of different options and services to support their wellbeing. Furthermore, our Talent Management Framework supports the professional development of staff in all roles in school. Later in this pack you can read what our staff say about what it’s like to work here at Alderbrook.





## What our staff say about working at Alderbrook ...

*"Alderbrook is an amazing place to work because of the staff that work here! It feels like my second home where everyone supports each other. I love that Alderbrook puts its heart and soul into every single student; their growth & resilience, encouraging individuality and success. Staff welfare and camaraderie is also a core value of all staff and that's why I don't want to work anywhere else."* Sally, Support Staff

*"Alderbrook continues to be a place with a genuine heart and soul! The sense of camaraderie and support is incredible. As a professional, one can grow and develop here, with plenty of opportunities to try new things and take on new challenges. Most importantly, it's amazing to see how much our students appreciate the hard work that goes into teaching them, it's a real privilege to see them thrive and know that I have played a part in that."* Raluca, Teaching Staff

*"I thoroughly enjoy working at Alderbrook, because it is truly like a family. Every staff member is thoughtful and supportive throughout the whole school. The staff events are a great chance to get to know everyone and there are multiple throughout the year! I truly can't imagine myself working elsewhere because once you join, you are truly part of the Alderbrook family."* Amber, Teaching Staff

*"Alderbrook is an amazing place and I feel it is an incredible privilege to work here. What makes this school so special are the people- the staff and the students."* Stu, Support Staff

*"I am proud to have spent my entire teaching career at this school. Despite so many changes over time, we have always remained quintessentially Alderbrook because teachers have always been supported to teach in whatever way is stylistically suited to them. We are uniquely defined by an inordinate amount of personal investment and loyalty on the part of staff and a ceaseless commitment to building the strongest possible relationships with the young people we teach and care about dearly. Alderbrook remains a wonderful place to spend my working days."* Richard, Teaching Staff

*"I love working at Alderbrook because everyone is genuinely friendly and I can teach my subject properly as students want to learn. Alderbrook gives me a great sense of job satisfaction as I have been given professional development opportunities that I have never had anywhere else"* Vanessa, Teaching Staff

*"I'm proud to work at Alderbrook and be part of the Alderbrook school community. At Alderbrook, staff wellbeing is a priority and is at the heart of everything. All staff have access to regular training, comprehensive professional support and hybrid/flexible working initiatives which support and promote work life balance. I feel valued and empowered to thrive and succeed professionally whilst being supported by colleagues that care, making Alderbrook a great place to work."* Claire, Support Staff

*"I've been at Alderbrook for over twenty years because this is a school that truly invests in its people. At every stage of my career, I've been supported, challenged and encouraged to grow. Our leaders spot potential and help you realise it. Our ECT community is exceptional, and the opportunities to refine your craft are endless. It's the kind of place you join...and want to stay for the next twenty years!"* Sita, Teaching Staff

*"I like working at ABK because you are immediately welcomed into the school community and are part of a team that works extremely hard for all its pupils and its staff. You help, support and laugh with each other."* Margaret, Support Staff

*"Alderbrook restored my love for teaching. Staff and students are so proud to be part of the Alderbrook community, we have such a strong identity, and it really feels like being part of a big family. At Alderbrook you are really looked after and cared for."* Megan, Teaching Staff

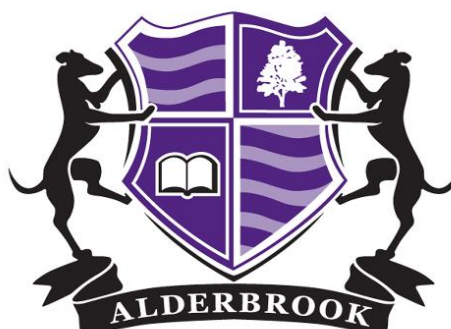


## Our Commitment

- 1 Relationships are positive and transformational
- 2 A culture of wellbeing and development for all
- 3 A broad and ambitious curriculum for all students
- 4 Students, and particularly our most vulnerable, are at the heart of all we do
- 5 We work in collaboration with many schools serving one community
- 6 We work to eliminate discrimination and ensure equality of opportunity

Our shared vision is underpinned by a commitment to our values of ambition, bravery and kindness.

Ambition	Bravery	Kindness
<ul style="list-style-type: none"> <li>We hold ourselves, colleagues, and students to the highest expectations.</li> <li>We deliver lessons that enable every student to succeed, never giving up on anyone.</li> <li>We show ambition through professionalism, high standards, and commitment to growth.</li> <li>We learn continuously, support one another, and engage fully in school life.</li> <li>We act with reliability, positivity, and a shared belief that together we achieve more.</li> </ul>	<ul style="list-style-type: none"> <li>We take responsibility to become better, every day.</li> <li>We act with honesty, integrity, and courage, even when it's hard.</li> <li>We embrace challenges, step beyond comfort zones, and inspire others to do the same.</li> <li>We show resilience by learning from mistakes and encouraging others to take risks.</li> <li>We welcome feedback, seek help when needed, and work together to overcome obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>We treat everyone with respect, empathy, and warmth.</li> <li>We celebrate every success and recognise the value in every student and colleague.</li> <li>We act kindly each day, knowing our behaviour sets the example for students.</li> <li>We embrace diversity, show tolerance, and respect all cultures, backgrounds, and perspectives.</li> <li>We support one another by sharing, checking in, and going above and beyond to meet needs.</li> </ul>



## **Additional Guidance for Applicants**

Thank you for your interest in this vacancy at Alderbrook School. Please read these notes carefully before you complete your application.

### **Completing the Form**

It is important that you fully complete the application form as it will be used by the recruitment panel to decide whether you will be invited to the interview/assessment process. The panel will compare your application form against the criteria listed on the person specification to see if you have all the essential skills, experience, qualifications and knowledge for the role. Where there are a lot of candidates who meet the essential criteria, the desirable criteria will be used to reduce further the number of candidates taken forward to the interview/assessment process.

This form may be typed or written by hand. If you wish to send your information in a different format this must be laid out in an identical format to the original application form. We do not accept curriculum vitae in place of an application form.

If you are completing the application form by hand please write as clearly as possible using black ink to enable the form to be photocopied.

### **Before you fill in the form:**

- Read the job description and person specification carefully.
- Read any instructions carefully.

### **Relevant qualifications and training**

When identifying qualifications, training and membership it is only necessary to provide details of those which are relevant to the position for which you are applying. The Person Specification will identify any qualifications required for the post so please use this as a guide to which qualifications you should include.

The job description should also be read in conjunction with this section as you may have had training which is relevant to the tasks identified for the role.

If invited for interview/assessment you will be asked to bring the original copies of your certificates with you.

### **Relevant Skills & Experience**

This is the section where you must 'sell' yourself. All information provided within the application form is important to the selection panel but particularly the information you provide in this section. It will help to form the basis on whether or not you are selected to attend for interview/assessment.

Read the person specification and relate any experience to it. Ensure you mention any experience you have that is relevant to the job – whether from school or college, at home, in voluntary work, on work experience, through paid employment, or through your interests. If you do not have much work experience in an area, think about how you can tell an employer that you have the skills to do the job. For example, if you require report writing skills, you could explain how you researched a topic for your exam course work and had to write up a report of your findings. Also mention any skills you have which are required for this post. Again, use the person specification and job description to assist with this.

## References

All applications require a minimum of two referees to cover the last 3 years of your employment and/or training, one of whom must be current or most recent employer.

Personal references are only acceptable where applicants have never been employed.

Please note pre-prepared references are not acceptable.

As part of our commitment to safeguarding and the Department for Education's Keeping children safe in education statutory guidance, references may be taken up for shortlisted candidates prior to interview.

Ensure people are happy to provide a reference for you before including them as referees on the form.

## Rehabilitation of Offenders Act 1974

Please declare any unspent criminal convictions or cases pending against you. Please note if you declare any unspent criminal convictions this will not automatically disbar your application.

### What is a Spent Conviction?

1. Sentences of more than 2½ years can never become spent. Other sentences become spent after fixed periods from the date of conviction. For a custodial sentence, the length of time actually served is irrelevant, the rehabilitation period is decided by the original sentence and begins on the date of conviction.
2. The length of a rehabilitation period depends on the sentence as outlined overleaf.

SENTENCE	REHABILITATION PERIOD	
	People aged 18+ when convicted	People under 18 when convicted
Prison (immediate or suspended sentence) or youth custody of more than 6 months and not exceeding 2½ years	10 years	5 years
Prison (immediate or suspended sentence) or youth custody 6 months or less	7 years	3½ years
Fire/Community Service Order/Supervised Attendance Order	5 years	2½ years
Absolute discharge/Admonished	6 months	6 months
Probation after 5 February 1995	5 years	2½ years
There are 2 sentences for people under 21 for which there is no variation in the rehabilitation period according to age when convicted. These are:		
Borstal (replaced by youth custody in May 1983)	7 years	
Detention of 6 months to 2½ years	5 years	
Detention of under 6 months	3 years	
SENTENCE	REHABILITATION PERIOD	

Probation before 5 February 1995, Supervision Order, Conditional Discharge, Bind-over or Hospital Order under the Mental Health Act	1 year, or until the order expires (whichever is longer)
Attendance Centre Orders	1 year after the order expires
Orders imposing a disqualification, disability or prohibition	Until the Order expires

If the post you are applying for is exempt from the Rehabilitation of Offenders Act 1974 (i.e. requires a DBS check) you are required to declare any criminal convictions whether spent or unspent. If your application is successful, a provisional job offer will be made to you subject to an enhanced DBS check.

### **Monitoring Form**

This information is requested for the monitoring of equal opportunities only. The information will be treated as confidential and will be used purely for monitoring purposes. It will not be passed to any third party outside of the organization, or the selection panel during the selection process, and no individual will be able to be identified by the information he/she provides.

### **Submitting the Application Form**

Read through your application carefully to ensure you have completed it correctly and have included all the information required.

Be mindful of the closing date so that you ensure you submit your application before the vacancy closes.

If you have any queries regarding completing your application form please contact the School.

Please return the form to

Alderbrook School  
Blossomfield Road  
Solihull  
B91 1SN

Email: [vacancy@alderbrook.solihull.sch.uk](mailto:vacancy@alderbrook.solihull.sch.uk)