



**Fonthill Primary Academy**  
**TRUST IN LEARNING (ACADEMIES)**  
**Assistant SENDCo and Pastoral Lead**

**Application Pack – Autumn 2023**

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## Welcome to Fonthill Primary Academy and Trust in Learning Academies

Dear potential applicant,

Thank you for your interest in the **Assistant SENDCo and Pastoral Lead** position at Fonthill Primary Academy, a school within the family of Trust in Learning (Academies).

This is an exciting time for Fonthill Primary. In September 2022, we received a Good Ofsted judgement and we pride ourselves on the kind, supportive ethos of our school. This achievement is a testament to the hard work and commitment of our school community, including children, teachers, staff, and parents.

We are now building on this success to further strengthen our school's reputation and continue to provide exceptional education. Together, we are prioritising oracy, achievement for all, early reading, and supporting children to be future ready. This comprehensive approach involves not only enhancing learners' communication skills but also ensuring equitable access to quality education.

Our school is a vibrant and dynamic place that plays a pivotal role in the educational experience of our learners. It emulates history as it is an older building which we try to nurture and share its history. It encompasses a diverse range of facilities and outdoor spaces designed to foster learning, creativity, physical activity, and social interaction. For a one form entry school, we are lucky to have lots of outdoor space! We have large, well-equipped play areas to promote physical development and social interaction through play, as well as two courtyards, with raised beds and fruit trees. All EYFS and Key Stage One classrooms have direct access to their own outdoor learning spaces. We also have a Forest School area which we are continually developing and enhancing. Our classrooms are well sized and equipped for learning. Supporting this, are intervention classrooms for each Key Stage and a well-equipped library. We have three ELSA rooms to support with our pastoral offer and these spaces provide a safe space for children.

Trust in Learning (Academies) is committed to high quality professional development and career opportunities for all staff. We seek to recruit the very best staff and to ensure that they are fully supported as we help them to develop their own careers.

This is a real opportunity to join a dynamic team who are focused on providing the very best education for all children. We would warmly welcome all potential applicants to contact us at the school to arrange a visit.

Kind regards,

Nicola Hughes and Karlina Lock  
Co-Headteachers

## Trust in Learning - who we are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is totally committed to delivering an **inclusive** approach to education. It is therefore important that TiLA is able to support all schools and communities, but we will always seek to ensure the gaps that exist in learning between disadvantaged children and others are overcome. Our goal is to help create **exceptional and distinctive** learning communities.



At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.



To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes whole heartedly in the importance of **localism** and supports the creation and development of Local Governing Bodies which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

Yet localism does not equal isolationism – every Local Governing Body and their leaders will be held to account by a Board and our commitment is to seek a balance between **uniformity and uniqueness** in TiLA schools – uniformity in terms of central structures, services, policies, the alignment of TiLA and school values and vision; but balancing this with the uniqueness and distinctiveness of each school and its community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people** and the **very best leaders**.

At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people and leaders.



Within the Trust we have eight academies:

- Orchard School Bristol (Secondary)
- Parson Street Primary School
- Filton Avenue Primary School
- Bridge Learning Campus (All through)
- Fonthill Primary Academy
- Little Mead Primary Academy
- Charlton Wood Primary Academy
- Henbury Court Primary Academy

Our guiding principles are therefore to:

**TRUST in LEARNING    TRUST in LEADERSHIP    TRUST in LOCAL GOVERNANCE**

### **Our ambition and aspiration is...**

- To help support more children and young people by being an outstanding Multi Academy Trust – we aim to establish a successful Trust of between 10 and 20 schools
- To become a partner of choice for schools with similar moral purpose and who would wish to contribute towards an evolving and growing Multi Academy Trust
- To tackle underachievement and school to school variation of outcomes by promoting and leading on inter school collaboration and learning
- To establish a Multi Academy Trust of schools from all sectors of education, whose schools are fully inclusive, look to overcome disadvantage and aspire for the very best for all
- To inspire our staff to become education leaders who will challenge and innovate from the classroom to the boardroom
- To ensure we target funding to where it makes a difference via central services that will deliver economies of scale and enable us to protect pedagogy and student support

### **Geography...**

- Our commitment is to support schools that serve communities in the West of England
- Our commitment to sharing between our schools is a limiting, but important factor in our planned growth – we will look to support schools that lie within an hour and a half travel of Bristol

## Fonthill Primary Academy – Key Background Information

<b>Type of School</b>	Primary
<b>Age Range</b>	3-11
<b>Location</b>	Southmead, Bristol
<b>Number of Children</b>	218
<b>Average Class Size</b>	28
<b>Attendance</b>	93.8%
<b>Date School Established</b>	1933
<b>Number of Teaching Staff</b>	9
<b>% Early Career Teachers</b>	0
<b>% Free School Meals</b>	43%
<b>% Children with SEND</b>	22%
<b>% Children with English as an Additional Language</b>	35%



## Job role and grade

We are looking to appoint an enthusiastic and hardworking **Assistant SENDCo and Pastoral Lead** to join our school team as soon as possible and play a full role in the school life.

The successful applicant will be/have:

- High expectations of all children and themselves
- A commitment to improving outcomes for children
- A positive attitude and a flexible and enthusiastic approach to their work

## How to apply

Visits to the school are warmly welcomed. Please contact Penny Gowie (Assistant Business Manager) on 0117 3772550 if you would like to visit.

Please complete the application and provide a personal statement of no more than one side of A4 to accompany the completed application form. In the application form and personal statement, you should demonstrate how you meet the requirements set out in the Person Specification. Please include specific examples, which support your application.

The completed application form and your personal statement should be emailed to [recruitment@tila.school](mailto:recruitment@tila.school).

Applications must be received before 9am on Monday 11<sup>th</sup> December. Applications received after this date and time will not be included. Interviews will take place on Thursday 14<sup>th</sup> December.

### Safeguarding

The School/Trust is committed to Safeguarding and promoting the welfare of all of its pupils and students.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found at [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

### Fluency Duty

The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken English is essential for the post.

## Job Description

Position: Assistant SENDCo and Pastoral Lead

Salary: BG9 Pro Rata

### Purpose of the post:

The Assistant SENDCo and Pastoral Lead will work alongside key staff to provide an effective administrative service for children with special educational needs and disabilities, and high quality, impartial, solution-focused support and guidance to children and their families. You will support children to achieve their full potential, raising aspirations and supporting academic progress.

You will be able to respond efficiently to routine requests, and be flexible to deal with ad hoc tasks. You will be committed to teamwork and also able to use your initiative, working independently but knowing when to seek advice. This role will enable you to utilise your organisational, problem solving and communication skills. You will also complement the work of teachers by taking agreed teaching and learning activities, including covering classes.

### Main Duties and Responsibilities:

- Support the maintenance of accurate and up-to-date SEND registers and provision mapping.
- Promote awareness of Trust and school-based systems and processes relating to SEND, behaviour and safeguarding.
- Manage a calendar of SEND activities through the year to ensure statutory requirements and deadlines are met.
- Produce letters or information reports as directed by the SENDCo.
- Arrange and attend meetings including EHCP Reviews, update information, check progress and review effectiveness through stakeholder feedback, including direct interaction with students.
- Update the SEND Register of Need, SEND Passports, SEND Pupil Learning Profiles and online records.
- Prepare documentation for EHCP (Education, Health and Care Plan) reviews.
- Manage and respond to internal referrals in respect of pupils whose behaviour or welfare is causing concern.
- Liaise with outside agencies to develop and oversee appropriate support packages for pupils.
- Maximise the use of resources available from outside agencies in order to formulate the most effective strategies for addressing pupils' needs, including signposting for parents.
- Make regular face to face, phone or email contact with parents/carers, establishing good relationships.
- Stay abreast of changes in statutory guidance and best practice in relation to safeguarding children.
- Provide support, training and advice to staff in relation to safeguarding.



## General Duties

- To follow TiLA policies and procedures, especially those relating to child protection and health & safety;
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Appreciate and support the role of other professionals;
- Participate in training and other learning activities and CPD as required;
- Assist in the training and development of staff as appropriate;
- Attend and participate in relevant meetings as required;
- Be responsible and accountable for recording information accurately and inputting data in a time-effective way.
- Undertake break and lunchtime duties where needed to support children who find these unstructured times difficult.
- Contribute to the educational and social development of pupils;
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities;
- Supervise and provide particular support for students, ensuring their safety and access to learning;
- Establish constructive relationships with parents/carers and students and interact with them according to individual needs;
- Carry out home visits and attend and lead meetings in a range of settings;
- Promote pupils' inclusion in the school community and access to the curriculum, facilities and extra-curricular activities.
- Set challenging and demanding expectations, and promote self-esteem and independence;
- Promote good student behaviour, dealing promptly with conflict and incidents in line with Fonthill policy and to encourage students to take responsibility for their own behaviour;
- Lead activities, interventions and whole-class teaching as required;
- Participate in planning and preparation of lessons with teachers, where necessary;
- Working with teachers to prepare and maintain an effective learning environment, including preparing and presenting displays of students' work or subject specific displays;

- Attending all in-service training (INSET)
- Ensure all information held is kept confidential and secure, complying with Data Protection Act.
- Any other related duties which may reasonably fall within the responsibilities of the post, as negotiated with the leadership team.

The details provided in this job description are to give an indication of the nature of the role. Additional duties may also be requested of the role holder, and the allocation of specific responsibilities may be amended from time to time, in negotiation with the role holder. The job description will be reviewed on an annual basis.

### **General Information**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility;

- The above duties may involve having access to information of a confidential nature, which may be covered by the Data Protection Act – confidentiality must be maintained at all times;
- The post holder must be flexible to ensure the operational needs of the school are met. This includes the undertaking of duties of a similar nature and responsibility as and when required throughout the entire Fonthill site.

### **Personal and Professional Conduct**

A member of staff is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct whilst working at Fonthill:

- Members of staff are expected to maintain high standards of ethics and behaviour within and outside school by:
  - Treating students/pupils with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to a member of staff position having regard for the need to safeguard students'/pupils' well-being, in accordance with statutory provisions;
  - Showing tolerance of and respect for the rights of others;
  - Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
  - Ensuring that personal beliefs are not expressed in ways which exploit students/pupils' vulnerability or might lead them to break the law;
  - Members of staff must have proper and professional regard for the ethos, policies and practices of the campus in which they work, and maintain high standards in their own attendance and punctuality.

### **Review of Performance**

The PDR cycle will focus on the post holders' job as a whole and particular responsibilities. There is recognition that however good we are at our jobs, we should embrace the notion of 'continuous improvement'.

### **Code of Conduct**

Fonthill Primary Academy expects all staff to ensure that their standards of conduct are, at all times, compliant with the TiLA Code of Conduct.

### **Special Features / Features**

The post holder shall be required to work in any of the schools/academies within the Trust as directed by the Headteacher/Chief Executive. They will liaise and work closely with a school/academy Headteacher or Principal and their senior team.

**This post is subject to DBS (Disclosure Barring Service) clearance before the successful applicant can take up the post. We are committed to the welfare of children and young people, all staff and volunteers are expected to share this commitment.**

## Person Specification

**Key:** A = Application form, I = Interview, R = Reference

	Source of Evidence	Essential (Must Have)	Desirable (Should have)
<b>Qualifications</b>			
At least 5 GCSEs including English and Maths (Grade C or Level 5 minimum requirement)	A	•	
Minimum of 2 A-levels (or equivalent level 3 qualification)	A	•	
Higher Level Teaching Assistant qualification, or willingness to complete the qualification	A	•	
Teaching qualification (QTS)	A		•
Evidence of continued professional development	A	•	
<b>Experience</b>			
At least 2 years' experience in a learning or childcare setting or another relevant field	A, I	•	
Experience in using a full range of MS Office packages	A	•	
Experience of working independently and accurately without the need for constant supervision	A, I	•	
Experience of working with vulnerable children or those with SEND and their families	A, I	•	
Experience teaching whole classes within the Primary age range	A, I		•
<b>Skills and abilities</b>			
Excellent spoken and written communication	A, I	•	
Attention to detail, with accuracy in all written documentation	A	•	

Flexible to deal with ad hoc requests	A, I	•	
Committed to teamwork and also able to use initiative, working independently and knowing when to seek advice.	A, I	•	
Highly organised and able to prioritise	A, I	•	
Effective problem-solving skills, using initiative	A, I	•	
Able to work effectively and sensitively with a wide range of people	A, I	•	
Ability to undertake a range of teaching activities with confidence, working effectively with individual pupils, groups of pupils and whole classes	A, I	•	
Ability to contribute to assessment and monitoring of pupils' progress	A, I	•	
Ability to train and share skills with other staff to enhance professional development	A, I		•
Commitment to personal professional development	A, I	•	
Commitment to raising standards	A, I	•	
Holds positive attitudes and adopts high standards of behaviour in a professional role	A, I, R	•	
<b>Fluency duty</b>			
The ability to converse at ease with pupils, parents and other users of the service and provide advice in accurate spoken and written English.	A, I	•	

## Safeguarding Policy

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

**The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.** The policy can be found on our web site: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### **Safer Recruitment:**

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance 2022.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## Explanatory Notes

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

### Recruitment Process

- 1) **Shortlisting of application forms** – After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.
- 2) **Invite to Interview and apply for References**
- 3) **Selection / Interview day**
- 4) **Appoint** – Offer of employment will be made, subject to the following conditions:
  - a. Verification of right to work in the UK, Identity checks and qualifications/professional status
  - b. Receipt of at least two satisfactory references
  - c. Satisfactory DBS Disclosure (Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance)
  - d. Satisfactory completion of a Health Assessment
  - e. Satisfactory completion of the probationary period (where relevant)

**You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.**