

# Isca Academy

## Lead Academic Mentor



At Isca we place our students at the heart of everything that we do, and are relentless in the pursuit of excellence for every individual.

♥ We INSPIRE our students, ♥  
♥ celebrate their SUCCESS, ♥  
care about our COMMUNITY and  
have AMBITION for every single  
child.



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# Key Details

## Salary

Grade D - Actual Salary  
£23,071.62 - £25,407.68

## Location

Isca Academy,  
Earl Richards Road  
South, Exeter EX2 6AP

## Hours

Monday - Friday  
Term-time only

## Interviews

W/C 23rd March 2026

## Closing date

Thursday 19th March 2026

## Required from

April 2026

Isca Academy is an aged 11-16 secondary school based in the heart of Exeter. We firmly believe in the value of a rounded education which promotes creativity, resilience, self-belief and confidence; and we pride ourselves on our exceptional extra-curricular, creative and outdoor education programmes.

## How to apply

For an informal conversation about the position please contact Karen Moore at [recruitment@iscaexeter.co.uk](mailto:recruitment@iscaexeter.co.uk)

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



# About Isca Academy



Vicki Joyce  
*Headteacher*



Isca has an experienced and skilled staff who have a track record of going above and beyond to provide exceptional opportunities for our students. We recognise that delivering great qualifications is important however, in parallel, building students' character and self-esteem, nurturing their ambition and inspiring a new generation to achieve beyond their wildest imagination is the Isca difference.



- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks

# A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Moira Marder, OBE**

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow great people**. This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values

How we will succeed



# Job Description

## Key Purpose

- To support key students throughout their school career, providing intervention, tracking and academic support.
- To build strong relationships with students and their families, ensuring continual progress and personal development.
- To plan and implement agreed SEND programmes for individuals or groups, addressing the needs of students who need particular help to overcome barriers to learning and reach their potential.

## Anticipated Outcomes

- Lead, supervise and provide strategic support and guidance for students with special educational needs and disabilities. Liaise and work alongside parents and carers to track and develop students with SEND.
- To provide a nurturing environment that helps children with SEND develop as learners.
- To help establish and maintain positive behaviour strategies.
- To contribute to the effective working of Isca Academy.

## Key Duties & Accountabilities

- Planning and delivering learning/care/support programmes, including regular communication with parents and carers as well as clear tracking of student's progress across time.
- Supervising and providing support for students, including those with special needs, ensuring their safety and access to learning.
- Attending to the students' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Provide specialist SEND, subject or other support.
- Plan and implement strategies and programs (both in and out of the classroom) for children you are supporting and are responsible for.
- Mentor students and advise on post 16 providers as necessary.
- Using specialist curricular/learning skills/training/experience and specialist technology/equipment to support the needs of individual students.
- Take an active role in lessons, working within planned learning activities and supporting the class teacher as directed, when required.
- Implement an agreed range of activities with individuals/groups of children, including specialist programmes linked to the specific areas of need.
- Adjust activities/task according to student's responses/needs.
- Assist the teacher in the whole observation, assessment and planning cycle, including detailed, objective and regular feedback on students' achievement, progress, problems etc.
- Undertake marking of students' work where required.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes.
- Management/preparation of resources to support an enabling learning environment, both indoors and outdoors.

## Key Duties & Accountabilities

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Promote excellent standards of behaviour in line with the School's Behaviour Policy.
- Being aware of student problems/progress/achievements and report these to the teacher and SENDCo as agreed.
- Invigilate/administer and provide access arrangement support for routine tests/exams.
- Provide clerical/administrative support e.g. photocopying, typing, filing, displays etc. where necessary.
- Maintain and update school information, student files, records and databases related to SEND, ensuring accurate electronic and paper filing of student records.
- Establish constructive relationships with parents / carers and where appropriate participate in feedback sessions with parents alongside the teacher, reporting on progress and achievements.
- Liaise with external agencies/professionals ensuring constructive relationships are established.

## Responsibilities

- Lead on the support and tracking of progress for a key group of learners with SEND.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes as required.
- Accompanying teaching staff and students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Attending relevant meetings as required.

## All Staff Are Expected To

- Ensure that the aims, priorities and policies of the Academy and Trust are adhered to, including the staff Safeguarding Code of Conduct.
- Attend parents, staff and team meetings as required, making a valued and professional contribution.
- Undertake break, lunch and after school supervision as agreed, according to Academy policy.
- Encourage the good conduct of all students and at all times on the Academy site and within its vicinity.
- To make a full commitment to personal professional development, engage positively in organised professional development activities and staff appraisal procedures.
- Maintain respectful and effective communication with students and other staff, including attendance at briefings and through completing student report cards and logs as appropriate.
- Maintain respectful, positive and effective communication with parents, including phone calls and letters home, as appropriate.
- Maintain positive and effective communication and liaison with partner schools and the wider community, as appropriate.
- Act as an advocate of the Academy and its students in all circumstances, ensuring every opportunity is taken to celebrate our success.
- To carry out other duties as reasonably requested by the Headteacher.

# Person Specification

## Essential / Desirable

### Experience

- Experience of responding to individual additional needs (EAL, cognition and learning, communication and interaction, social, emotional and mental health, physical and sensory needs). • Essential
- Experience in providing support on a 1:1 basis or to small groups of students. • Essential

### Qualifications & Training

- Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths). • Essential
- Numeracy and literacy skills (at least equivalent to GCSE Grade C / 4 or above). • Essential
- NVQ 3 for Teaching Assistants or equivalent qualifications/experience. • Desirable
- Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning areas e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc. • Desirable
- There is a requirement to participate in training/development as/when identified by line manager as essential for performance of the post. • Essential

### Knowledge & Skills

- Basic understanding of child development and learning. • Essential
- Understanding of principles of child development and learning processes, and in particular, barriers to learning. • Essential
- Experience in delivering phonics as an intervention; delivering literacy intervention to SEND students and to those students with English as an additional language. • Essential
- Ability to plan, under appropriate supervision and guidance, or in collaboration, effective learning programmes. • Essential
- Ability to effectively use ICT to support learning, or to undertake training to do so. • Essential
- Effective team player. • Essential
- Excellent communicator who enjoys working as part of a team. • Essential
- Ability to use technology to a basic level – e.g. Microsoft packages, video, photocopier etc. • Essential
- Ability to fulfil all spoken aspects of the role with confidence and fluency in English. • Essential
- Has good communication, planning and organisational skills. • Essential

# Person Specification

## Essential / Desirable

### Qualities

- Commitment to driving standards and ensuring every child is challenged to achieve their maximum potential. • Essential
- Demonstrates resilience, motivation and commitment to driving up standards of achievement. • Essential
- Acts as a role model to staff and children. • Essential
- Vision aligned with Isca Academy's high aspirations and expectations of self and others. • Essential
- Genuine passion and a belief in the potential of every child. • Essential
- Motivation to continually improve standards and achieve excellence. • Essential
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice. • Essential
- Committed to equality of opportunity and the safeguarding and welfare of all students. • Essential

### Other

- Must pass all relevant safeguarding of children checks • Essential



# #lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can reach their full potential, with dignity, respect, and equal opportunities for all.

We value the unique contributions of each individual, recognising that diversity strengthens our community and makes our Trust a positive place to work and grow.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must welcome, retain and develop our great people who work day in day out to transform the lives of the children in our Trust.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

Love coming to work



Experience high quality development



Inspire others



# The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute (TWI)** delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

## Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

## Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



### Sustained

Frequency is critical, not time span



### Practice-Based Domain-Specific

Create new habits Create new habits



### Professional Buy-In

Purpose & benefits eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



# Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

## Key Concept: Leadership



We believe that great leadership:



Fiercely educates



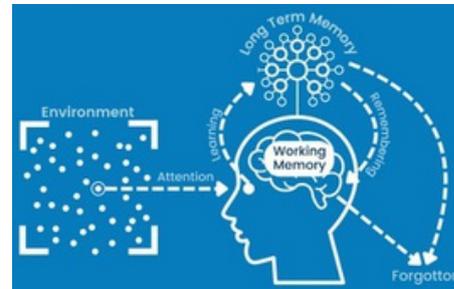
Thrives in a complex system



Is locally enabled

## Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.



## Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.

### Microsystem

#### Child

- sleep well
- eat breakfast
- Follow school rules and routines
- attend school regularly

#### Family

- healthy sleep patterns
- nutritional diet including breakfast
- Online safety parental controls
- adequate housing
- clean clothing
- Support school policies
- Protect from dangers
- attend medical appointments
- Ensure attendance is good

#### School

- Behaviour, Health and Safety, Accessibility, Safeguarding, Supporting Pupils with Medical Conditions and Anti-Bullying Policy
- Online Safety lessons and workshops for parents/carers
- Early Help support
- First Aid trained staff
- Attendance Engagement Officer and Attendance Policy
- Nutritional lunches and free breakfast
- Foodbank support
- Wrap around care

### Mesosystem

- We endeavour to provide a safe and welcoming environment for pupils and their families.
- We listen to our pupils and families and take seriously what they tell us.
- We work in partnership with other agencies such as CAMHS and Early Help

### Macrosystem

- Keeping Children Safe in Education
- Teacher Standards
- Devon and Plymouth Children's Social Services
- 0-25 SEND Team
- Virtual School

# Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work. When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



Exceptional development and networking opportunities



Cost of blue light cards can be claimed through expenses



Free annual flu jab, eye test and allowance for glasses



Exclusive discounts, cashback and vouchers



Free, confidential employee helpline. Available 24-7 through Health Assured



Access to Wisdom app to support your mental health



Up to 10% off all Pure Gyms



up to the value of £2,000.  
cyclescheme.co.uk



Up to 2 days paid emergency time off for dependants



Generous public sector pension schemes for all staff



Timetabled instructional coaching for all teachers



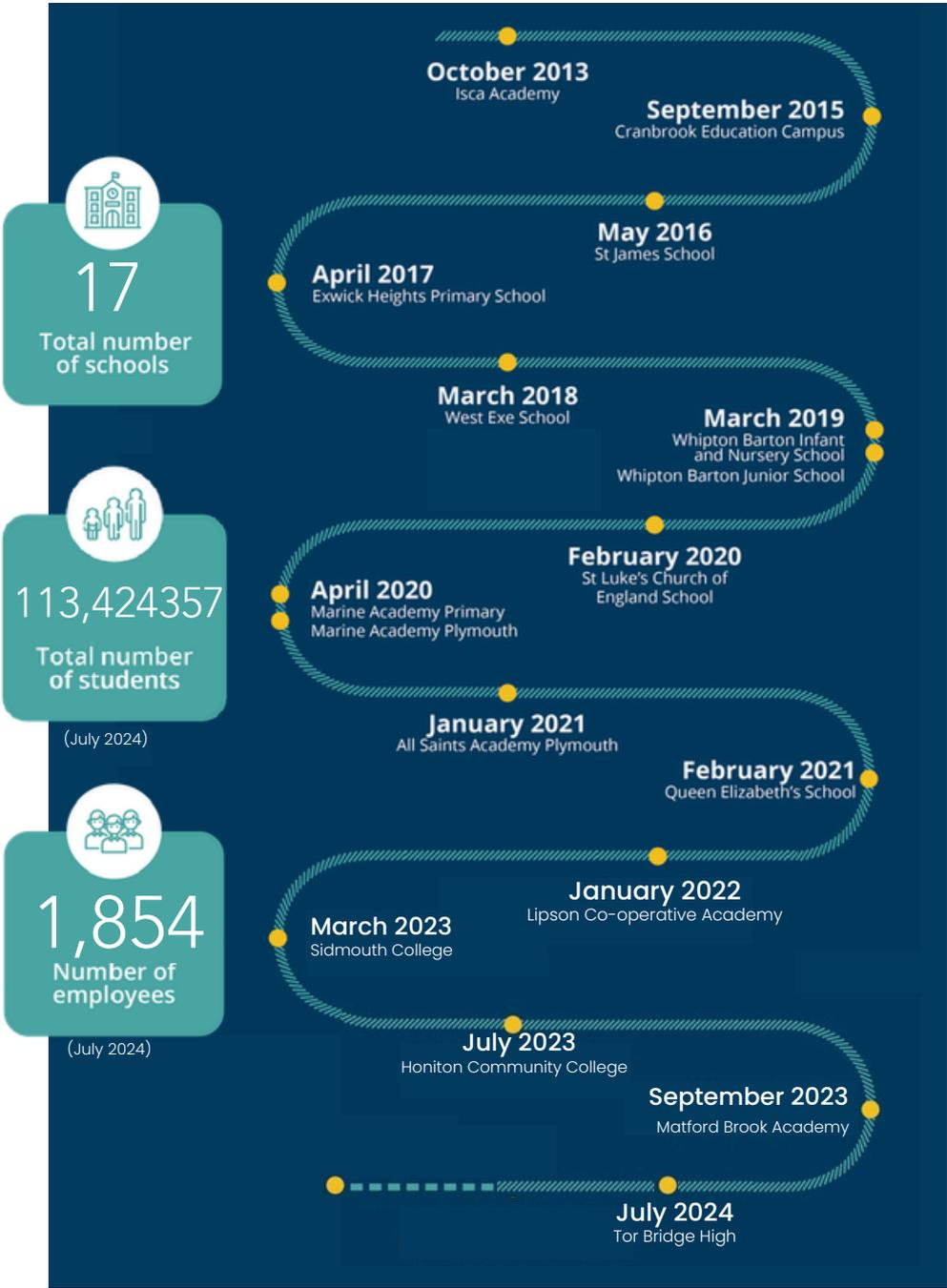
Family friendly policies and flexible working opportunities



# Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Thank you for  
your interest in  
working with us!

