



Inspire Learning Trust

Lead Learning Support Teacher

Closing Date: Monday, 4 November 2024 at 12noon

Interview Dates: 7 and 8 November 2024

Responsible to:	SENDCo (Special Educational Needs Coordinator)
Responsible for:	Teaching of English and/ or Maths with other curriculum subjects within Additional Resource Centre (ARC) and Oakwood House
Salary:	MPS/UPS + TLR2a starting at £30,000 to £46,525 (depending on experience) + £3,391pa
Working hours:	Full Time, permanent, 32.5hours per week

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Oakwood High School is an over-subscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'.

We are looking for a well-qualified and experienced candidate who will join an enthusiastic, supportive and successful school as a Lead Learning Support Teacher within a highly successful and effective team as part of our additional resource provisions.

We seek

- An excellent, creative and enthusiastic teacher with the ambition to attain the highest standards in teaching and learning throughout their role.
- A collaborative and driven practitioner who thoroughly enjoys teaching their subjects and understands the importance in contributing to our pupils' wider development.
- Applications are encouraged from candidates with experience in teaching core subjects either on placement or as part of recent paid employment.

Candidates will be truly committed to supporting pupils to progress and achieve, have high aspirations for the pupils' success and will contribute to ongoing planning with imaginative and dynamic ideas. To enhance pupils' learning and create independence, all pupils and staff are provided with an electronic device.

Our school has a focus on delivering a core curriculum as a priority to support all learning; all teachers are required to deliver and support both literacy and numeracy strategies alongside their specialism/s.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.
- An excellent ECT induction programme.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.



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Applicants are required to apply via our online application form which is available on our website:
<https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

As a Trust we are truly community based and committed to developing a set of shared values through every aspect of our work. These values are the development of respect, responsibility, resourcefulness, resilience, reflection, risk taking and relationships.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable

adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website:
<https://www.inspiretrust.uk/page-template/statutory-documents/>



Inspire Learning Trust

Why work for us?

Gym and Exercise Classes



Gym membership and exercise classes at only £10 per academic year.

Free Parking



Free car parking at all sites.

Accredited Living Wage



We are committed to ensuring staff rates of pay exceed the national minimum wage.

Sports Facility Hire



Reduced rates on our sports facilities and pitch hire.

Evening Language Classes



Access to modern foreign languages classes at a 25% discounted rate.

Specsavers Eye Care Voucher Scheme



Obtain a free eye test and discounts on glasses.

Blue Light Card Eligibility



Purchase a card giving access to a wide range of discounts online & on the high street.

Pension Contributions



Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.

Cycle to Work Scheme



Salary sacrifice scheme on a brandnew bike with Cyclescheme.co.uk

Support Staff Holiday Entitlement



Generous annual entitlement for all our professional support staff.

Urban Yoga



Access free yoga classes at Oakwood High School.

Employee Referral Scheme



You could earn £500 for recommending an appointed friend or family member.

Student Admissions to Secondary School



Priority placing for children of staff, subject to length of service.

Westfield Health Scheme



A salary sacrifice scheme that gives quality health cover.

Onboarding for New Starters



Bespoke onboarding process for all new starters, including an additional day's pay.

Flu Jabs



Flu jab vouchers available on an annual basis.

Employee Assistance Programme



24/7 confidential help covering counselling and practical and emotional help.



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Job Description and Person Specification

Main Purpose of Job

The Lead Learning Support Teacher will work closely with pupils at Oakwood High School, focusing on providing tailored support in English and Maths, and where applicable, other curriculum areas. The role is dedicated to ensuring that all pupils, including those with additional needs or barriers to learning, make measurable academic progress. The Lead Learning Support Teacher will collaborate with core subject leaders and colleagues to plan and implement interventions that foster positive educational outcomes for all pupils. They will identify gaps in learning and work to close these to provide a secure foundation for pupils to build their learning upon.

They will be an active part of the school's additional provision in ARC (Additional Resource Centre) and Oakwood House. A key aspect of working in this field is identifying individual needs and adapting to that particular pupil as well as being responsible for creating a safe, stimulating and supportive learning environment.

The Job Description should be read alongside the range of professional duties of teachers as set out in the Teachers' Pay and Conditions Document. The postholder will be expected to undertake duties in line with the Teachers' Standards for qualified teachers.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

The post holder will work in collaboration with a range of staff across the Academy in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the Academy and wider Trust.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1	Pupil Support and Progress:	A	L	O
1.1	Provide targeted support to Oakwood High School pupils in English and Maths, and other curriculum areas to promote academic progress, with a particular focus on those who are struggling or have additional needs.	✓		✓
1.2	Identify individual barriers to learning and implement strategies to overcome these barriers.	✓		✓
1.3	Develop tailored pupil support plans (PSP's) and interventions to ensure pupils make progress in line with their peers.	✓		✓
1.4	Use data to monitor, assess, and report on pupil progress, adjusting support strategies where necessary to ensure continuous improvement.	✓		✓
1.5	Support pupils in developing essential learning skills, such as literacy, numeracy, problem-solving, and critical thinking, to enhance their overall academic performance	✓		✓
1.6	Have high expectations of all pupils both in terms of academic achievement and behaviour expectations	✓		✓
2	Curriculum Planning and Delivery	A	L	O
2.1	Work collaboratively with core subject leaders (English, Maths, Science) to plan and differentiate curricula that meet the diverse needs of all pupils at Oakwood High School.	✓		✓
2.2	Assist in developing individualised learning materials and resources that align with the school's curriculum and the needs of each pupil.	✓		✓
2.3	Support teachers in adapting classroom activities and homework tasks to ensure inclusivity and accessibility for pupils with additional learning needs.	✓		✓
3	Collaboration and Communication	A	L	O
3.1	Liaise with the SENDCO, subject leaders, and other staff to ensure a cohesive approach to pupil support across all subjects	✓		✓
3.2	Participate in regular meetings with colleagues, including pastoral teams, to review pupil progress and address any concerns related to learning and development.	✓		✓
3.3	Maintain clear and open lines of communication with parents/carers, providing updates on pupil progress and strategies being used to support their child's learning.	✓		✓
3.4	Collaborate with external professionals where necessary to support pupil development	✓		✓



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4	Additional Needs and Inclusive Learning	A	L	O
4.1	Provide one-on-one or small group interventions for pupils with identified special educational needs (SEN) or those who require additional support to achieve their learning goals	✓		✓
4.2	Implement and review Pupil Profile of Need (PPN's), devise Pupil Support Plans and other support frameworks designed to meet the specific needs of pupils at Oakwood High School.	✓		✓
4.3	Ensure that pupils with SEN or those facing other barriers to learning are fully included in the interventions offered.	✓		✓
5	Generic Duties and Responsibilities			
5.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.			
5.2	All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).			
5.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.			
5.4	Participate and contribute to Talent Development and Service Frameworks and other plans.			
5.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.			
5.6	Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.			
5.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.			
5.8	Establish constructive relationships and communicate with others (inside and external to the Trust).			
5.9	Organise and support school/college and Trust events as requested.			
5.10	Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.			
5.11	All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.			



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1	Qualifications and Experience	Essential	MoA
1.1	Qualified Teacher Status (QTS) or equivalent certification.	✓	AF
1.2	Degree in relevant subject.	✓	AF
1.3	Experience supporting secondary pupils in Maths and/or English (would consider other curriculum areas)	✓	AF
1.4	Experience working with pupils facing learning barriers such as dyslexia, ADHD, autism, or other needs.	✓	AF
1.5	Strong understanding of SEND legislation and best practices in overcoming learning barriers in core subjects. Or willingness to commit to upskilling in these areas.	✓	AF
1.6	Excellent communication and collaboration skills.	✓	AF
1.7	Ability to differentiate and adapt instruction to meet the diverse needs of pupils	✓	AF
1.8	Experience of ITT/ECT training or development of teachers/L3 LSA	Desirable	AF
1.9	A commitment to future training and development.	✓	AF
2	Skills	Essential	MoA
2.1	Commitment to working with pupils with additional educational needs	✓	AF / I / R
2.2	Excellent communication and interpersonal skills	✓	AF / I / R
2.3	The ability to build good relationships based on trust with pupils and their families	✓	AF / I / R
2.4	Behaviour management skills, with the ability to manage challenge in an effective and non-confrontational way	✓	AF / I / R
2.5	Initiative and problem-solving skills	✓	AF / I / R
2.6	Team working skills to liaise with other teachers, Engagement Coaches and Heads of Subject/Learning Zones.	✓	AF / I / R
2.7	Organisational skills	✓	AF / I / R
2.8	An observant and responsive approach	✓	AF / I / R



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2.9	Flexibility - it's important to be able to respond to the needs of the pupils and adapt or change plans accordingly	✓	AF / I / R
2.10	A commitment to equal opportunities and the ability to use a variety of strategies and practices to promote the diverse cultural and equality issues in the classroom	✓	AF / I / R
2.11	A commitment to the safeguarding and welfare of all pupils	✓	AF / I / R
2.12	A positive, energetic and enthusiastic outlook	✓	AF / I / R
2.13	Patience, understanding and empathy with pupils and parents	Desirable	AF / I / R
3	Personal Qualities	Essential	MoA
3.1	Conscientious, honest and reliable.	✓	I / R
3.2	Able to make carefully considered decisions and assess risk.	✓	I / R
3.3	Ability to work on own initiative.	✓	R
3.4	Ability to communicate with a range of adults and pupils.	✓	I / R
3.5	A commitment to self-improvement.	✓	AF / I
3.6	Capacity to motivate, inspire and challenge pupils, self and others.	✓	I / R
3.7	Ability to establish and maintain good relationships with a range of adults and pupils.	✓	I / R
3.8	Inclusive.	✓	AF / I / R
3.9	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.10	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I
4	4. Mandatory Requirements	Essential	MoA
4.1	A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
4.2	Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
4.3	References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R



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5	Physical Requirements	Essential	MoA
5.1	Health and physical capacity for the role.	✓	AF / I / R
5.2	A good attendance record in current employment (not including absences resulting from disability).		R
6	Effective Behaviours		

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.

Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.

Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.

Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.

Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.

Working Together: Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to, and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results.

Developing Staff and Others: Identify gaps in own and team's skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of



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experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.

Managing a Quality Service: Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.

Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



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Inspire Learning Trust is committed to... Educational Social Responsibility
We are committed to a value led educational provision.

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***