



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'



Beechcroft St. Paul's CE Primary School

Learning Assistant



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School

Brief outline of who we are and what we do.

Job Advert and How to Apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



Beechcroft St. Paul's
CE Primary School

Letter from Headteacher

Beechcroft St Pauls Primary School

Corporation Road

Weymouth

Dorset, DT4 0LQ

Telephone: 01305 783500

Email: office@beechcroft.dsat.org.uk

www.beechcroft.dsat.org.uk

Dear Applicant,

On behalf of the children, staff and governors at Beechcroft St Paul's, thank you for showing an interest in the post of Learning Assistant at our school. I hope that you find all the information you require about our school on our website at www.beechcroft.dsat.org.uk.

We are seeking to appoint an inspiring Learning Assistant to join our school family and work with our experienced staff, our well behaved and enthusiastic children and their supportive parents.

Beechcroft St Paul's is a popular school situated in an urban part of Weymouth. It opened 26 years ago as a purpose-built infant school. In 2003 it became a Church of England Primary School and over the years the school building has been extended including provision for Foundation 1 children in Eden. In August 2017 we joined DSAT as part of the Weymouth Bay Hub.

Beechcroft St Paul's is a family and the special atmosphere in the school is often commented upon. Staff and governors work hard to ensure the very best educational opportunities for every child as a unique individual. Our Christian ethos is important to us and we have excellent links with our local church, St Paul's, and the wider community.

As part of our learning community you will benefit from:

- Enthusiastic and inspiring children
- Welcoming, friendly and supportive team environment
- Learning Assistant within each class
- A caring and committed leadership team with a strong commitment to continuous professional development
- Collaborative approaches to developing teaching and curriculum based upon current research
- Partnership within a forward looking and expanding DSAT network of schools
- Exciting opportunities to grow and develop
- Access to staff benefits and a family approach
- Job satisfaction
- Focus upon staff well-being and a newly re-decorated staff room

What we ask in return is that you:

- Are passionate about helping our children learn
- Have a supportive and nurturing approach towards children
- Are committed to ensuring that all children achieve their very best
- Are willing to act in partnership with other staff, children, families, governors and our DSAT colleagues
- Provide a stimulating and engaging experience for children enabling all to do their best
- Are willing to engage in best practice research

Visits to our school are welcomed, under our risk assessment this will be a virtual tour or after school visit. Please contact the school office on 01305 783500 to make an appointment.

Thank you once again for your interest in the post. We look forward to welcoming you to Beechcroft St Paul's.

With very best wishes

A handwritten signature in black ink, appearing to read 'C Crosby', with a long, sweeping horizontal line extending from the end of the signature.

Headteacher



Beechcroft St. Paul's
CE Primary School

Our School

We value the well-being, personal and spiritual development of each individual pupil and member of staff, and aim to provide a curriculum in which each member of our school family can thrive. Our school vision, Soaring with Compassion, is at the heart of everything we do – we soar together as a Beechcroft community just as St Paul describes in his letter to the Phillippians, which underpins all of our work. The values of hope, respect and wisdom guide us every day as a school community and inform the way in which we approach our curriculum.

At Beechcroft St Paul's Primary School, we are committed to teaching a broad and balanced curriculum that is stimulating, motivating and encourages pupils to become independent and aspirational learners. Last year we launched our new 'Soaring Curriculum', which is underpinned by research evidence and cognitive science.

Our curriculum is vocabulary focused and aims to equip pupils with the technical language required to talk about their learning in a precise manner, across the curriculum. Knowledge organisers are utilised within learning modules to support vocabulary development.





Each curriculum area is taught in a series of modules which are regularly revisited within each academic year and also built upon in subsequent years. Children access mini-quizzes at regular intervals within modules thus challenging them to recall their learning. Research shows that both the 'spaced practice,' and 'Retrieval Practice,' embedded within the curriculum, enhance pupils' learning.

Repetition and depth of experience is at the centre of the new EYFS curriculum at Beechcroft St Paul's. It will allow for a language rich environment that supports the children in building their language and vocabulary, embedding new words in context. Books, rhyme and poetry will be at the centre of the curriculum and will help us to foster a love for reading amongst our children. Through our curriculum we will support the children in building key relationships both with adults and peers and will allow for a positive sense of self to be achieved by all. The curriculum will allow for the children to be supportive to one another and they will develop a can-do attitude with perseverance being modelled and championed throughout. The children will be given a range of opportunities to explore the community in which they live and physical experiences to gain a sense of the world around them. They will be given opportunities that they may not normally get on a day-to-day basis with visits and visitors allowing for their cultural capital to be widened. The curriculum will strive to allow the children to become inquisitive, curious learners who are willing to take calculated risks in a safe and secure environment.



Curriculum Drivers – a CASE for our curriculum

As a school we have developed four curriculum drivers which we embed into our curriculum through worship, teaching, curriculum design, dialogue, environment and extra-curricular activities. These are woven in to our curriculum planning so that all pupils are offered opportunities to develop themselves in each of these drivers between the time they start with us in Reception to the time they leave us in Year 6.

Communication Providing a language rich environment 	Aspiration Instilling lifelong aspirations 
Spirituality Encouraging our children to take ownership of their thoughts and emotions 	Environment Giving our children respect and understanding of the environment. 

Our core Christian values of hope, wisdom and respect underpin all that we do. As a Church school, we work together to provide an excellent education, within an inclusive, respectful and kind Christian ethos. We strive to enable our children to achieve the very best and to surpass all expectations. We want to inspire children to go out into their community and into the world and make a positive difference.



Job Advert

Job Title	Learning Assistant
Academy Name	Beechcroft St Paul's
Location	Corporation Road, Weymouth, Dorset, DT4 0LQ
Contract Type	Fixed Term to July 2022 (tied to funding), 23 hours per week, term time only
Salary	Dorset Grade 5 SCP 4-6, (£10,080.00 - £10,488.00 pro rata)
Pension	Local Government Pension
Contact	Cath Crossley – Headteacher
Closing Date	Friday 5 th November at 9am
Interview Date	Wednesday 10 th November
Start Date	ASAP

How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies, and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are to be confirmed and further details about the interview process will be emailed to the candidates in good time.

The Diocese of Salisbury Academy Trust is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check will be required.



Job Description

Job Title: Learning Assistant

Reports to: SENDCo

Salary Range: Dorset Grade 5 SCP 4-6



Key Responsibilities:

The post holder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

To assist the Teacher/SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.

There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').

Main Duties:

1. To support the teaching and learning processes.

- Promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Assist in the development, monitoring and evaluation of programmes of work
- Assist teachers in timetabling of lessons and curriculum as required.
- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Deliver teaching individually and in groups through a range of tasks, mainly:
 - Motivate and encourage pupils to concentrate on and fulfil the tasks set.
 - Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
 - Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
 - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
 - Focus support in areas needing improvement both academic and social.
 - Support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning
 - Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets
- Assist the Teacher/SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - management of pupil behaviour
 - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - inclusivity of pupils with identified SEN needs

2. **To support the assessment of pupils**

- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed

3. **To provide physical/personal care/supervision to pupils**

- Provide care and supervision of pupils within the classroom, within the school and outside of the school. This may include:
 - Supervision of pupils using cloakrooms, showers and toilet facilities.
 - Supervision pupils in playgrounds and when entering and leaving using school transport.
 - Escorting pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- Assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- Work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Undertake a key worker role when required.
- Liaise with parents and other professional agencies in support of pupil's needs.

4. **To contribute to the learning environment**

- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- Undertake continuous professional development
- Contribute to the process of school self-review.

5. **To fully comply with the Trust's safeguarding policy.**

- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

6. **Additional duties**

- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials and dispense medicines in accordance with school policy and Health and Safety guidelines.
 - Undertake First Aid
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.

7. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.



FAITH
MAKES THINGS *Possible...*
NOT EASY

Person Specification

	Essential	Desirable	Assessed
Qualifications	<ul style="list-style-type: none"> Competent to NVQ Level 2 standard in Learning Support Experience of working with children in an educational setting 	<ul style="list-style-type: none"> NVQ Level 3 standard in Learning Support Willingness to pursue further training 	Application Reference Interview
Knowledge	<ul style="list-style-type: none"> Good standard of practical knowledge of Learning Support needs and ways of meeting these Experience of working with children with a range of special educational and behavioural needs 	<ul style="list-style-type: none"> Recent relevant experience Background knowledge of the Foundation and National Curriculum and School's procedures and policies 	Application Reference Interview
Skills & Abilities	<ul style="list-style-type: none"> Excellent organizational and communication skills Able and committed to establishing good and productive working relationships with a range of people including pupil, parents and colleagues Able to be flexible and respond to changing demands with a positive attitude 	<ul style="list-style-type: none"> Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs 	Application Reference School Visit Interview
Working with others	<ul style="list-style-type: none"> Able and committed to establishing good and productive working relationships with a range of people including pupils, parents and colleagues Able to be flexible and respond to changing demands with a positive attitude Contact with staff to pass and receive information, advice, guidance, suggestions and ideas Contact with parents/carers and other agency staff to provide support for pupils, such as giving feedback on children's particular needs 		Reference School Visit Interview
Personal Qualities	<ul style="list-style-type: none"> A cheerful disposition and good sense of humour Passionate about children's welfare and raising their aspirations Committed to upholding the Christian ethos of the school Understanding the responsibilities in relation to safeguarding and promoting the welfare of Children and Young People 	<ul style="list-style-type: none"> Discretion, loyalty, commitment, patience, flexibility and firmness Significant empathy with pupils who have additional or special educational needs 	Reference School Visit Interview



Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

We love learning and are passionate about the high standards we can achieve in all aspects of life.

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

We celebrate the achievements of every individual and share our successes widely.



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/map.