

The Excel Academy Partnership

Framwellgate School Durham

Learning Support Assistant

Candidate Information Pack

**Salary scale Grade FSD4 (point 5-6) £19,650- £20,043
(F.T.E)**

**(Pro rata to 35 hours per week, term time only: £16,085 -
£16,407)**

**Fixed term contract to July 2023 linked to SEND Top Up
Funding**

Start Date: as soon as possible

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The successful applicant will be required to support students with a range of special educational needs

Start Date: as soon as possible

We wish to appoint a highly motivated and reflective learning support assistant to bring a high level of expertise and help to improve the quality of support in this rapidly improving school.

Framwellgate School Durham is an 11-18 non-selective secondary school and Single Academy Trust. The school roll has increased by 35% in three years and in September 2020 we were oversubscribed with more than 1300 students on roll.

The successful candidate will possess energy and enthusiasm and believe that every young person deserves the very best education. A commitment to raising achievement, and a willingness to learn, train and develop as an LSA are all essential. We can offer you an environment where student behaviour is excellent, prior attainment levels are amongst the highest in the North-East, and our students and staff are a pleasure to work with. With over 20 new teachers, including a number of NQTs appointed over the last two years, we have quickly become a vibrant and exciting school in which to develop your career.

This is an outstanding opportunity for a talented individual to join our dynamic and forward thinking team. We are looking for someone with a caring, empathic but firm manner who can work alongside classroom teachers to support our students to reach their potential. This will include:

- Working with students on a one to one basis or with small groups to provide in-class support
- Creating resources to support students
- Implementing agreed learning activities according to need
- Preparing and using specialist equipment according to need
- Working with classroom teachers to support learning in all areas of the curriculum.
- Providing the student with one-to-one personal-care and support with mealtimes.
- Delivering therapeutic interventions as and when required as guided by independent therapists in partnership with the school leadership team with regard to timetabling.
- Supporting the student with homework activities on some days in the working week in the school building in order to ensure task completion.
- Providing detailed recordkeeping in order to facilitate accurate assessment of attainment and progress in partnership with teaching staff.
- Providing regular feedback to parents, teachers and independent professionals with regard to all aspects of the student's development and achievement.
- Being a member of the wider school community and participating in all aspects of school development.
- Supervising students (on a rota basis) within the Achievement Centre at assigned lunchtimes and/or breaktimes

The appointee will work with the Achievement Centre team under the direction of the SENDCO.

Queries and applications should be submitted to Executive Assistant, Fiona Thompson at Thompson.f@framdurham.com

Key Dates

The closing date for applications is Friday 20th May 2022 (9.00am)

Framwellgate School Durham is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS and barred list clearance will be required for this post, together with completion of a pre-employment health questionnaire.



Letter of Welcome from Andy Byers, Headteacher

Dear Applicant

I am delighted that you are interested in this post. Framwellgate School Durham (FSD) is a fantastic school, with excellent leadership, teaching and support for our students. The potential is here to make the school truly outstanding. Student behaviour is excellent, and we put a great deal of emphasis on ensuring that staff can work in an environment where students want to learn. The strength of the school has always been its caring ethos and strong community links, and these remain. By introducing new systems to manage behaviour, rewards, assessment, marking, and teaching, and with a vibrant curriculum and an ethos which focuses on academic excellence, respect, and kindness, we have made huge strides in transforming the school over the last few years. Our Ofsted inspection in July 2021 recognised this positive change as we were awarded Good across all categories.

The key to our success is our commitment to a professional development programme for teachers which includes fortnightly training on cognitive science and evidence informed approaches to teaching, a significant amount of time planning with department colleagues, and 5 additional days dedicated to training and professional development each year. We are experienced in supporting and developing ECTs and Teach First trainees and this is an excellent school in which to start your career.

I am looking for staff who are passionate about their roles, have excellent knowledge, and are reflective practitioners, to help us to continue to improve outcomes. I think this is an incredible opportunity and hope you will too; you must be able to work in effective teams and demonstrate resilience, humour, and enthusiasm. You must never settle for second best. I will guarantee you our time and support and a fabulous place to come to work every day. Normally I would advise you to visit but current restrictions make this more challenging. If you wish to speak to us then please feel free to contact my Executive Assistant to arrange a suitable time and, depending on the time and level of demand, we may be able to accommodate a face-to-face visit too. You might want to decide whether you can work with us!

In your application, please focus on what makes you an effective LSA. Make me feel like I am reading about you; try not write a generic letter which ticks the boxes but doesn't tell me about your values or what you are like as an LSA or colleague.

We have changed so much over the last three years but developing staff in a supportive environment is at the heart of what we do. Finally, one of you reading this will become a learning support assistant in a fantastic school. You'll love it. Good luck with your application.

Yours faithfully,

Andy Byers

Headteacher

May 2022

About the school

Framwellgate School Durham (FSD) is an 11-18 school which was granted academy status in 2011. There are over 1300 students on roll including 180 in the Sixth Form. Our roll has grown by 35% in recent years and is projected to increase further still as the sixth form grows. The school serves the population to the north of Durham city, primarily from the Newton Hall estate, but we attract students from a wide surrounding area and over 20 feeder primary schools. We are a high achieving 11-18 academy with a strong track record in both provision and outcomes. We are fully committed to the students in our care, and work to ensure that both the pastoral provision and quality of teaching is the very best.

Aims and ethos

Framwellgate School Durham is an inclusive comprehensive school with high expectations of both our staff and students alike. In the Spring of 2018 we consulted students, staff and parents, and re-evaluated our ethos; the result of this exercise was an ethos statement (below) which emphasises compassion and kindness and places the well-being and happiness of our students alongside academic achievement. A new school uniform was introduced in September 2018 and students wear this with pride.

Excellence, Compassion and Respect for All

Our school promotes academic excellence and embraces the shared values of honesty, integrity, respect and compassion. We want our students to be ambitious, kind, resilient and hardworking, and have a genuine passion for learning. We want them to change the world with the knowledge, skills and confidence they have learned here; to champion fairness, have friendships for life, and pride in our school. Above all, we want our students to be happy.

The curriculum

We are committed to providing a knowledge rich curriculum which responds to the needs of the individual student, whilst ensuring access for all to a broad and balanced range of educational experiences. For many students, this means learning with us from 11 to 18. We view this as a continuous, coherent journey and see one of the most important functions of learning, during any key stage, as being to prepare students for the next one. Our curriculum is carefully planned and sequenced and taught by subject specialists.

We recognise that whilst all our students have needs, some have more significant barriers to learning. We are an inclusive school, and through the work of the Achievement Centre, we seek to remove or minimise any barriers to learning that our students may have, be they emotional, physical or academic.

At Key Stages 4 and 5, students receive options guidance linked to future aspirations, and we offer a significant number of GCSE, A Level and BTEC/OCR courses which meet the needs and interests of all our students. Nearly all our Year 13 students go on to university, most choosing to study at Russell Group universities.

Pastoral Care and Support

Pastoral care is a strength of the school. This has been recognised by Ofsted in all its recent reports. All students are placed in tutor groups, and almost all teachers have a pastoral responsibility, remaining with their tutor group as they move from Year 7 to 11. The tutor is the first port of call for all students. We place a real emphasis on good student behaviour and believe that teachers can't teach, and students can't learn, unless behaviour in the classroom, and around school, is excellent. We have effective and robust systems in place to manage behaviour and serious incident are very rare.

Teaching and Learning

Having introduced new systems to manage various aspects of school life, and a new knowledge rich curriculum, we have spent the last three years developing and improving our classroom practice. We

place a very high priority on developing our staff professionally. Middle leadership training has been a strong focus and there is an extensive programme of CPD opportunities which seeks to support all staff, identify their development needs and move forward in their practice. We now have regular collaborative planning time for all departments, to allow them to work together to plan exciting and engaging lessons and our weekly CPD programme for teachers is rightly regarded as a significant strength of the school

We aim to ensure that our teaching stretches and challenges students, and we are increasingly research-led. We don't ask teachers to follow a prescribed learning cycle, but we have invested a significant amount of time on training and CPD and have embraced Rosenshine's principles in planning the key ingredients of a good lesson.

The development of teaching is supported through a supportive appraisal process (no data-driven progress targets and objectives linked to improving professional practice), and lesson drop-ins and learning walks. This year we are developing a whole school approach to instructional coaching to support our teachers further. The support for ECTs is exceptional (this is now a 2-year programme) and we have other training strands for RQTs and those aspiring to middle and senior leadership.

Ofsted

Ofsted does not determine our practice, nor does it dominate our thinking, but we were delighted that our inspection in July 2021 resulted in us being designated a "Good" school in all categories. The inspectors noted that:

- The headteacher has sustained efforts to improve the school. As a result, the school now provides a good quality of education
- Parents are overwhelming supportive of the changes made. They praise the improvements in behaviour and the academic rigour that is now firmly in place
- Leaders show strong moral leadership. They do not shy away from difficult issues. They have opened up debate about sexual harassment between pupils. They do not tolerate derogatory or racist language.
- The arrangements for safeguarding are effective.
- This is a caring school. Leaders have appointed more pastoral staff and a family liaison manager so that they can respond more effectively. Leaders have fostered a strong safeguarding culture.
- Teachers receive a rich diet of training and professional development. This has helped to retain new teachers to the profession. The training received has improved teachers' practice.

The Website and Social Media

Our website (www.framdurham.com) gives an insight into the school and I would encourage all prospective applicants to look at it, especially the curriculum information about what we teach in each subject. Many departments have an active twitter account and you may be interested in the Headteacher account (@framheadteacher) and school account (@fram_official).

LEARNING SUPPORT ASSISTANT – JOB DESCRIPTION

Responsibilities

To provide support in addressing the needs of the students who require particular help to overcome barriers to learning and to implement agreed work programmes with individuals/groups, in or out of the classroom. These activities include:

Providing support for students by:

- Participating in assessment of students to determine those in need of particular help or the level of need/assistance required
- Assisting the teacher/SEND/CO/other professional with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Supporting provision for students with special needs and providing feedback to students in relation to progress and achievement
- Challenging and motivating students, to promote and reinforce self-esteem.
- Using specialist (curriculum/learning) skills, training and experience to support students' access to learning with appropriate strategies and resources
- Implementing agreed learning activities/teaching programmes, adjusting activities according to student responses/needs
- Being aware of and participating in a range of activities and courses with organisations and individuals to provide support for students to broaden and enrich their learning.
- Determining the need for, preparing and using specialist equipment, plans and resources to support students
- Supporting individual students within agreed curriculum areas as well as identified students in withdrawn groups
- Supervising students in The Achievement Centre including break-time and lunchtime supervision as required
- Promoting the development, and supporting the running, of lunchtime and after school homework, enrichment and booster sessions, activity clubs or breakfast clubs
- Accompanying and supervising students on external visits and out of school activities

Providing support for the teacher/senior staff/other professionals by:

- Working with the teacher to establish an appropriate learning environment
- Working with the teacher and other relevant staff in planning, evaluating and adjusting learning activities as appropriate
- Monitoring and evaluating students' responses and progress against action plans through observation and planned recording
- Being responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested
- Promoting the inclusion and acceptance of all students within the classroom
- Implementing local and national learning strategies, for example, literacy and numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills

Other Specific Duties:

To be a full and active member of the Achievement Centre Team, assisting and covering for colleagues across the school.

Employees are expected:

- To participate in the administration of emergency first aid in school
- To support in the behaviour management and supervision of students and take part with active duties to support student supervision on a daily basis
- Play a full part in the life of the school community, supporting its distinctive mission and ethos, encouraging and ensuring staff and students follow this example, including representing the school in a professional and positive light at all times to all stakeholders
- To engage actively in the performance review process

LEARNING SUPPORT ASSISTANT – PERSON SPECIFICATION

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> • Five GCSEs at C plus (or equivalent) including English and maths 	<ul style="list-style-type: none"> • Relevant Learning Support Assistant qualification • Level 3 qualifications or above
Experience	<ul style="list-style-type: none"> • Experience of working with secondary aged children • Experience of planning and evaluating learning activities for individuals and small groups 	<ul style="list-style-type: none"> • Experience of working with children with special needs • Experience of working in a school
Skills	<ul style="list-style-type: none"> • Good oral and written communication skills • Ability to use ICT effectively to support teaching and learning • Ability to work effectively as part of a team • Calm and positive approach • Ability to relate well with children and adults and form effective working relationships • Sensitive to the needs of children and parents • Active listening skills • Ability to use own initiative when required • Able to manage time effectively. 	<ul style="list-style-type: none"> • Experience in delivering first aid
Personal Attributes	<ul style="list-style-type: none"> • Caring disposition • Good sense of humour • Commitment to developing professionally • Patience and understanding • Empathy towards children who have special needs 	

The Application Process

Please complete the Application Form available from the website on which this pack appears.

Guidance on completing the application form:

Candidates are requested to complete the application form in full. Section B requires you to set out thorough evidence of how you meet the criteria included in the person specification. This will be used in the shortlisting process. This section should be no more than 1,000 words.

Your completed application form should be emailed 'in confidence' to Thompson.f@framdurham.com as soon as possible. All applications will be acknowledged by email. Please DO NOT upload your application to the website on which this post is advertised and please note that we do not accept CVs.

Key Date

The closing date for applications is Friday 20th May 2022 (9.00am)

If you have any queries prior to submitting an application please contact Fiona Thompson, Executive Assistant at Thompson.f@framdurham.com.