



HAYGROVE SCHOOL



Learning Support Assistant

Full-time 30 hours per week, Monday to Friday

Information for Applicants



HAYGROVE SCHOOL

Durleigh Road, Bridgwater, Somerset TA6 7HW

Tel: 01278 455531 Fax: 01278 427972

www.haygroveschool.co.uk

CEO/Executive Headteacher – Mrs K Canham, BA (Hons), MA



September 2021

Dear Colleague

Thank you for showing an interest in this post. Haygrove is a highly popular school with students, staff and parents and I am very proud that we continue to attract high quality, committed and inspiring individuals who believe passionately in the importance of providing the best possible educational opportunities for every child in our community.

You will have gained from the website a snapshot of the culture, ethos, curriculum and support that we provide. Life at Haygrove is vibrant and dynamic.

New colleagues are guaranteed a full programme of induction and support and we are committed to on-going 'in-house' investment to meet the professional needs of all our staff. We have an open-culture and treat others with respect and fairness. We work together to meet the common need, share ideas, collaborate effectively for the benefit of the school and build relationships with colleagues and the community.

These are exciting times for Haygrove School. Having been approved as a sponsor in February 2016, we established the Quantock Education Trust (formerly Haygrove Academy Trust) in 2016, which is designed to be a formal cross-phase collaboration between Haygrove and its local primaries, including some with a church designation. It is our intention to grow the trust to include another secondary and further primary schools. The Regional Schools Commissioner has now approved our growth and two primary schools are now members of our Trust. This will provide staff with further enriching curriculum based as well as personal and professional opportunities to 'grow' in their career.

We are now entering a very exciting phase in the history of the school as we have moved into our new build for our main block which provides students and staff with state of the art facilities that are both welcoming and purposeful.

This permanent post is for 30 hours per week, Monday to Friday, term time plus 1 additional week (39 working weeks) and the working hours are 08:30-15:15 each day. The actual salary is £13,088 per annum based a full-time annual equivalent of £18,933 (Grade 14).

As the Learning Support Assistant you will assist the SENDCO, Headteacher and teachers in the development and implementation of work and in the provision of a stable, caring and supportive learning environment, which enables students to achieve their full potential and facilitate their social and moral development. In addition, the post holder will work with teaching staff in implementing and developing educational opportunities to maximise the learning potential of students with Additional Education Needs and provide supervision, support and care to students with additional or special educational needs, disabilities and/or learning difficulties.

You will be expected to have excellent interpersonal skills with a commitment to young people, their welfare, education and personal development. You will also need to act as a role model and have high expectations of conduct and behaviour.

Experience of working with young people and/or delivering interventions/learning strategies would be an advantage although a full training and induction programme will be provided. Some language experience would also be desirable.

The Quantock Education Trust has first class training and support in place for teaching and support staff and offers and opportunities for career development.

If you wish to proceed with an application for this post, please complete an application form from our website, together with a covering letter outlining your experience and qualities, and stating which post you are applying for, and return it to the school by the closing date of noon on 22 September 2021. This post is subject to an enhanced DBS disclosure of criminal records and proof of identity and Right to Work in the UK

We are intending to interview on w/c 27 September 2021. If you have not heard from the school by then, you may assume that your application has been unsuccessful on this occasion.

I look forward to receiving your application.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'A. Reid', written over a faint rectangular stamp.

Mr Aaron Reid
Headteacher

HAYGROVE SCHOOL

Haygrove is an extremely popular, mixed 11-16 academy situated in a pleasant residential suburb to the west of Bridgwater. Bridgwater is a rapidly growing and flourishing town, set in a beautiful part of Somerset, with views of the Mendip, Quantock and Blackdown hills, great access to the cities of Bath and Wells, and the County town of Taunton. We occupy the site of the former Dr Morgan's Grammar School, which was one of our foundation schools when education in Bridgwater was re-organised in 1973.

We attract students from over 20 primary schools throughout Bridgwater and from a wide surrounding area. Demand for places in our school is very high and we are regularly oversubscribed. There are currently 1063 students on roll.

We pride ourselves on our successful academic record across the full ability range and on our culture of care and personal development. We believe in the traditional values of courtesy and consideration. By setting clear expectations for our students and by working in close partnership with our parents, we aim to provide a purposeful environment where teachers can teach and where our students' talents can be best developed. As a result, standards of behaviour in our school are high. School uniform, which includes a blazer and tie, is worn by all students and is strictly enforced.



At Haygrove we place teaching and learning at the heart of all that we do and our central purpose is to provide a first class education for all our children. To this end we believe that education should be a genuine partnership between home and school.

Our aim is to provide a happy and purposeful environment built upon mutual respect and positive relationships that encourages endeavour, an enjoyment of learning, and the pursuit of personal achievement in all aspects of school life. Each student is encouraged to be successful, active and confident in their learning. We believe passionately in the development of 'character' in educating our young people to become active and responsible citizens, equipping them for successful working lives and happy and fulfilling family experiences.

Our Vision, Values, Aims and Strategic Objectives

To deliver a first class and outstanding education for all students in the Haygrove community.

OPPORTUNITY

ENDEAVOUR

ACHIEVEMENT

Our Values

Haygrove School is an exceptional school which provides a first class educational experience for every child in a safe, happy, caring and purposeful environment.

Our ethos is characterised by traditional values, high expectation, rich opportunities, mutual respect, personal responsibility and pride. We foster a culture of endeavour, enjoyment of learning and the pursuit of individual achievement in all aspects of school and community life.



Our aim is to enable all students to flourish academically and to develop into confident, courteous and well-rounded young adults, skilled and equipped for adulthood.

Our Strategic Objectives

- To be a 'centre of excellence' for teaching and learning in the South West.
- To ensure that all students achieve and, in most cases, increasingly exceed expected progress and that gaps between all the different groups continue to reduce.
- To establish an all-through school model which provides an inspiring learning community and environment, promoting increasingly high standards of achievement and a strong culture of continuum and progression through the primary and secondary phases.
- To grow the Multi-Academy Trust, supporting and collaborating with other schools which share a common vision and ethos, enabling rising standards and mutual benefits for the personal development and welfare of students, staff and society.
- To ensure that all staff are able to benefit from a programme of career progression, creating future leaders and a body of expert practitioners.
- To develop student voice and leadership programmes which create confident, resilient and mature thinking young adults equipped for the next stage of learning and future careers.
- To establish a sustainable curriculum model; broad, balanced, personalised and outward facing, fostering a learning culture which is consistent with the school's traditional ethos and values, but also reflecting the changing needs of young people in society and promoting British values as a critical part of each child's social, moral, cultural and physical and spiritual development.
- To increase further the profile of Haygrove School in the national and international community.
- To be the first choice school for all families in our community.

Our Aims

At Haygrove School we believe that every person matters and it is our expectation that we all:

- aspire to be the best that we can be.
- welcome challenge and feel empowered to take risks, show initiative, creativity and enterprise in a secure environment.

- recognise, support, celebrate and promote achievement.
- respect diversity within the community and develop caring, empathetic, respectful and positive attitudes.
- promote and model mental, physical, spiritual, social and emotional well-being.
- demonstrate attitudes that are caring, empathetic and supportive of others.
- make a positive contribution to the development and maintenance of a sustainable school environment and take responsibility for our impact on the wider environment.

It is essential that all students:

- engage in a personalised curriculum which meets current needs, future aspirations and equips them to become flexible and adaptable lifelong learners.
- will become responsible citizens who make an active contribution to the school, local and wider community.
- are encouraged to enjoy active learning with and from each other.

Curriculum Outcomes

We aim to ensure that all learners achieve a level of mastery of the following knowledge, skills, attitudes and attributes, all of which support our whole school vision and ethos, both through policy and practice.

Knowledge

It is our aim that each student has a “personal toolkit” for learning now and in later life;

- is able to retain, recall and use the facts necessary to show high achievement in assessments and examinations and so become successful learners
- has broad background knowledge to support responsible and confident decision making
- is literate, numerate and has good ICT knowledge
- is aware of what constitutes a healthy lifestyle.

Skills

It is our aim that each student:-

- is able to communicate effectively; orally and in writing
- can organise and use time effectively
- can listen and learn from others
- is creative and able to show initiative.
- is resilient and shows a ‘can do’ attitude.
- is ambitious and has a high level of self-expectation.
- uses information effectively; can assess, synthesise and evaluate
- is able to solve problems
- can work independently and as a team member
- is technologically literate; can select appropriate tools and use them productively
- is adaptable
- can work to deadlines



Extra-Curricular Programme

Our extra-curricular programme is recognised by staff, students and parents as a strength of our school. We are a centre for the Duke of Edinburgh Gold Award, we have Healthy School Status, the Artsmark and Sportsmark Awards, International Schools Status, the KS3 Secondary Geography Quality Mark Award and the Excellence in Enterprise Quality Award. In July 2013, we were formally recognised as a 'Thinking School', after an evaluation by the University of Exeter's Cognitive Education Development Unit.





Introduction

I am delighted that you are interested in applying for this post. This is a very exciting time to be joining the Quantock Education Trust (QET) and I want to take this opportunity to tell you briefly about the Trust, its history and culture, and how we can help you develop your career.

Established in 2016 and formerly known as the Haygrove Academy Trust, the QET is a developing collaboration with long established relations between its members, which supports the education of children and young people in this part of Somerset. It currently comprises a cross-phase group of closely located schools: Spaxton Church of England Primary, Stogursey Church of England Primary and Haygrove School. We are likely to be joined by another Somerset secondary school during this academic year.

It is essential that each school in our Trust commits to our shared and common vision and ambition to improve the life opportunities of all the children and young people in the community. What binds us all is a strong sense of collective and moral responsibility for the education of all children between the ages of 2 and 16, seeking to increase opportunities for learning and enrichment for those growing up in a rural community. All member schools must commit to protect the religious character of its schools as well as the individual ethos and diversity of each school community.



Integral to the development of the Trust is the importance of building capacity, sharing best practice and promoting excellence in teaching and learning from the very start of the academic journey through to the age of 16. We are passionate about developing the whole-child, through a high quality curriculum and programme of character education that will enable each child to develop into a well-rounded and good citizen with a lifelong passion for learning and ambition to succeed.



We believe that at the heart of school improvement there is a need for a strong culture in which relationships are key to effective and productive collaboration. We are hugely ambitious for all learners across our Trust, regardless of background or ability. We are also keen to support the sustainability of our small local schools, ensuring equity of access to opportunities, curricular and non-curricular, particularly for those children and families who live in remote areas.

As a multi-academy trust, we are committed to the development of talent and personal growth through an engaging and innovative approach to career planning through leadership pathways and an enriching offer of opportunities for Continuous Professional Development, including working in other Trust schools. Our Teaching School status is central to this aspect of our vision.

Quantock Teaching Alliance

In 2016 Haygrove School was accredited as a Teaching School and formed the Quantock Teaching Alliance (QTA). The alliance is working collaboratively and strategically to support other schools and to provide a wide range of opportunities for professional development for teachers and support staff at all stages of their career. The alliance has become a member of the Chartered College of Teaching and is committed to the promotion and development of innovative and pioneering pedagogy which will enable high quality teaching, outstanding achievement and the development of character, growth mind-set and resilience in our learners. For more information on the Quantock Teaching Alliance please visit <https://www.quantockta.co.uk/>.

These are very exciting times for our Trust and we are keen to recruit ambitious, enthusiastic and highly committed professionals who are keen to develop their career with us.

Link to the 'Day of Kindness' video - <https://youtu.be/6dqxySPANrA>



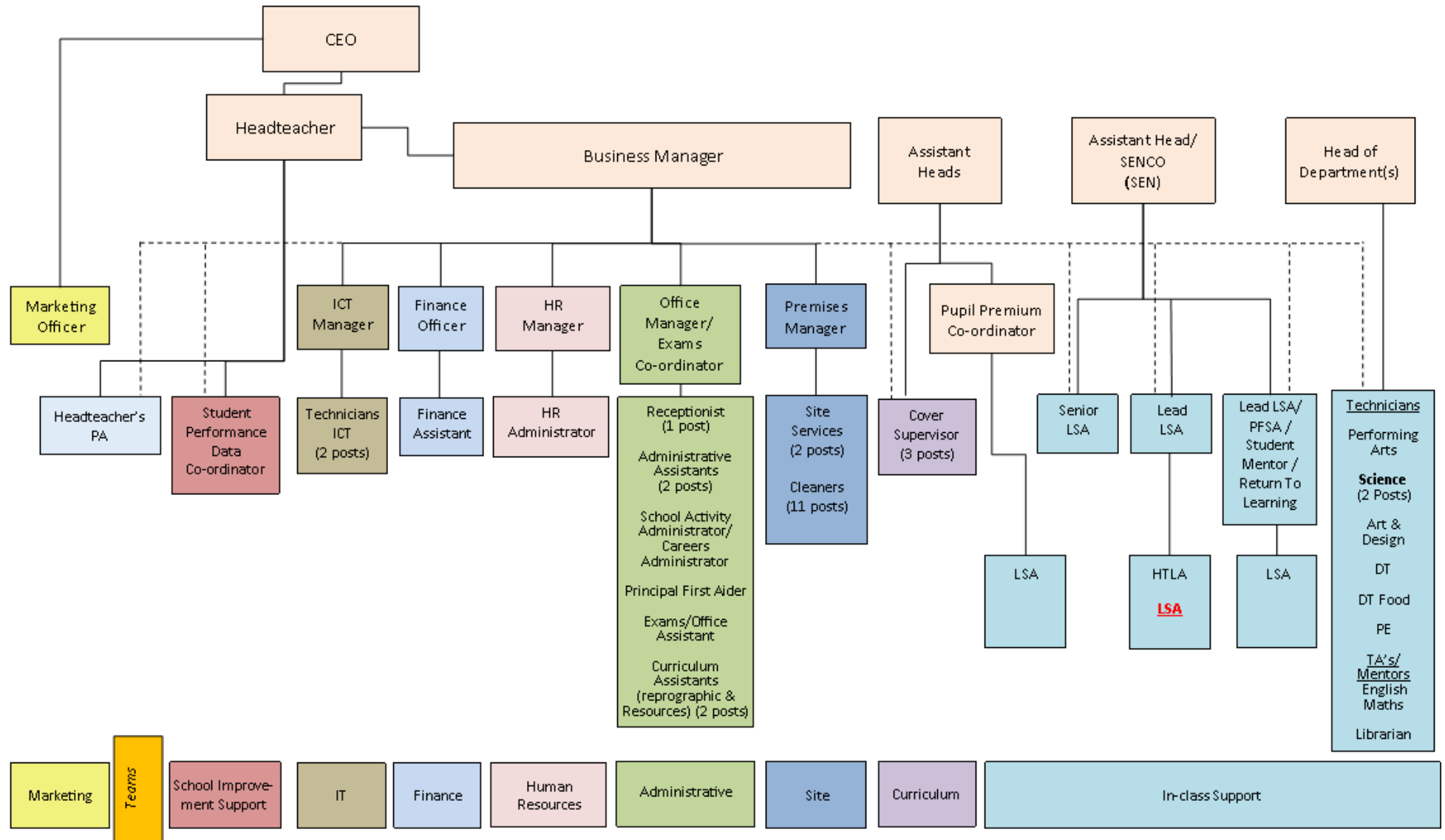
Further information about the Quantock Education Trust (QET) can be found on our website www.quantockedtrust.co.uk. In addition, if you wish to do so, don't hesitate to contact me by letter or by telephone.



Haygrove School



SUPPORT STAFF STRUCTURE



———— Direct Line Management: As below, but with additional responsibility for the day to day working of staff.

----- Indirect Line Management: Responsibility for recruitment, terms and conditions of employment, contracts, salary scales and staffing complement.

THE LSA DEPARTMENT

Department

Haygrove has a highly successful and committed SEND Department. Lead by the SENDCo, the department provides professional support to every child under the SEND umbrella. We also provide small group, 1:1 and bespoke provision for children accessing our Wellbeing, PFSA and Return to Learning (R2L) areas. We also offer Forest School, Gardening Club and a range of other activities for our SEND children both during the school day and extra-curricular.

Staffing

There are 14, in class, full-time TA's including two Lead TA's who work closely with the SENDCo on curriculum provision, intervention and timetabling.

We also have a Lead Hearing Impairment (HI) TA who works closely with the eight HI children we have on role- they in turn liaise with the Somerset HI Lead who is also on site four times weekly.

Professional Development

Every member of the Department is given regular opportunities to undertake CPL at Haygrove. These arise via individual requests from the annual appraisal held, departmental INSET and through the school's performance management procedures. The SENDCo also liaises with external providers such as: Educational Psychology, the Autism and Communication Service, Ups and Downs (our Somerset Down Syndrome Charitable Support Service) and the Learning Support Advisory Service. Staff are then encouraged to cascade newly learnt CPL to share developments with the rest of the SEND Department team which meets weekly.

Accommodation/Facilities

The Learning Centre is a dedicated area of the school with ten PC's for students to use during break and lunch. It also has its own classroom provision allowing us to provide the intervention work which takes place daily. The SENDCo also benefits from their own office area linked to the LC space meaning a close proximity to the Department.

The Learning Centre also acts as a quiet and welcoming space for SEND students during social time providing a sensory area for reflective opportunities too.

Support for Students

All students who are in receipt of an Education, Health and Care Plan (EHCP) receive statutory support from the SEND team. There is also in-class support for many of our SEND students with additional learning needs. The SEND Department also has specialists working closely within the English, Science and Mathematics teams. There is also a designated PP TA who supports our Pupil Premium students on a daily basis.

Budget

The running costs of the department are met in full annually. In addition to this, extra funding is made available for departmental development. The SENDCO has overall responsibility for the budget.

Finally

The main strength of the SEND Department is teamwork. We have a dedicated and conscientious group of staff whose main sense of purpose is the children they serve. The team is flexible, accommodating, welcoming and diligent and will assist as much as they can in order to deliver outstanding provision for our SEND intake but also every child who needs support whilst at Haygrove.

HAYGROVE SCHOOL

Learning Support Assistant

JOB DESCRIPTION

June 2021

Job Title:	Learning Support Assistant
Responsible to:	Special Education Needs Co-ordinator (SENDCO)
Salary:	Grade 14
Hours:	Full-time (30 hours per week) Monday to Friday, 38 working weeks per year plus 5 additional days (39 working weeks).

MAIN PURPOSE

To assist the SENCO and teachers in the development of a programme of work and the provision of a stable, caring and supportive learning environment, to enable students to achieve their full learning potential and to facilitate their social and moral development.

To work with teaching staff in implementing and developing educational opportunities to maximise the learning potential of students with Additional Educational Needs.

To provide supervision, support and care to students with additional or special educational needs, disabilities and/or learning difficulties.

There is a Special Needs input and support to students presenting low/moderate challenges. Support is both on a one to one basis and in groups, with some physical disability, impairment or behavioural elements.

MAIN RESPONSIBILITIES AND DUTIES

Under the direction of the SENCO:

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.

Upkeep of student data files, including student progress, photocopying, and using IT. Systems for administration and educational purposes.

Assist in the monitoring of and contribute to the review and recording of students' progress.

Assist in the preparation for educational visits, and where appropriate accompany students.

Under the direction of the SENCO and where appropriate, to assist in the development of Individual Education Plans (IEPs) for students with additional educational needs, complete 'P' scales and to write, update and circulate IEPs.

Develop knowledge of a range of learning support needs and understand the general and specific support required for students in the learning process with additional or special educational needs. Under the direction of the SENCO/class teacher, provide learning support to students, individually and in groups through a range of tasks mainly:

Assist in the preparation, arrangement and maintenance of classrooms and their equipment, including occasional assistance in the creation of displays and making use of basic visual aids, art and craft materials.

Support and direct literacy and numeracy tasks, clarifying and explaining instructions. Focus assistance in weaker areas, such as language, behaviour, reading, spelling, handwriting/presentation.

Developing appropriate resources, supporting students using IT and other specialist equipment, ensuring the student is able to use the resources provided.

Motivate and encourage students to concentrate on and finish work set.

Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.

Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.

Contribute to the assessment of students' learning, in particular with regard to Literacy, Numeracy and I.T. skills.

To work with student groups, using a range of strategies to gain acceptance and inclusion of students with additional educational needs.

To provide care and supervision of students within the classroom, within the school and outside of the school.

Assist in the supervision of assessments and invigilate in exams as required.

Under the direction of Health Service professionals, may be required to undertake activities in support of occupational, physio and speech therapy.

Monitor and support specific students engaged on work experience programmes.

Problem solving and creativity:

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of students, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual student.

Use a variety of interpersonal techniques to establish supportive relationships with students, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual students, such as those with substantial physical disability, substantial emotional difficulties, regular exhibitions of challenging behaviour, including aggression.

Decision making:

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher and/or the SENCO.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of students with special educational or personal needs.

Responding to the attitude and behaviour of students by exercising sound judgement in the context of school policies and procedures e.g. in addressing bullying, harassment or prejudice.

Problem solving is required to ensure the efficient delivery of a wide range of tasks and in order to provide a fast and efficient response to the changing needs of the low incidence population concerned.

Flexibility and efficient prioritisation is required in order to respond to tight deadlines which can be imposed by central and local government systems, or which can arise from SEN issues that can arise unexpectedly with schools, families and other agencies.

Physical Effort and Working Conditions

A normal school environment, although the jobholder may be involved in external activities, such as educational visits

Contacts and Relationships

Contact with all appropriate staff in school to pass and receive information, advice, guidance, suggestions and ideas.

There will be regular contact with the Lead LSA and SENDCO relating to student issues. Issues not resolved by the post holder will be passed on to the Lead LSA/SENDCO

Other Specific Duties

- Play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example
- Continue personal development as agreed.
- Comply with the school's Health and Safety Policy
- Uphold the principles of safeguarding and promoting the welfare of children and be aware that safeguarding is everyone's responsibility

Other

Employees will be expected to comply with any reasonable requests from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for a disabled job applicant or continued employment for any employee who develops a disabling condition.

Review

This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to your responsibilities and duties.



Person Specification

Learning Support Assistant

KEY CRITERIA	ESSENTIAL	DESIRABLE
QUALIFICATIONS AND TRAINING	<p>Good standard of literacy and numeracy.</p> <p>GCSE English, Maths and Science A – C (or equivalent).</p> <p>Requirement to participate in training/development as required/identified.</p>	<p>NVQ2 in teaching assistance or equivalent qualifications or experience.</p> <p>Training and knowledge of child development</p> <p>Individualised Literacy Intervention (ILI formerly SAIL)</p> <p>Modern Foreign Language experience/qualification</p>
COMPETENCE SUMMARY. (Knowledge, Abilities, Skills and Experience)	<p>A passion for supporting young people to develop their knowledge and skills in both areas</p> <p>An ability to communicate effectively, in particular able to explain instructions and activities.</p> <p>Experience of working with children or young people (or voluntary work).</p> <p>Experience to effectively use reading, spelling, comprehension and processing assessments and understand standardised scores.</p> <p>An ability to interpret requests and instructions.</p> <p>Ability to analyse data and information.</p> <p>An ability to work constructively as part of a large team.</p> <p>Good understanding of literacy difficulties.</p> <p>An ability to relate well to adults and students, respond sensitively and flexibly to competing demands from students.</p> <p>Understand and comply with the need for confidentiality.</p> <p>Effective interpersonal and organisational skills.</p> <p>An ability to work to a schedule which may be subject to change.</p> <p>A flexible approach to the work undertaken.</p>	<p>Recent experience of working in an educational setting.</p> <p>Experience in interventions</p> <p>Able to be creative and innovative in meeting the particular needs of students.</p> <p>Background knowledge of the National Curriculum and general school procedures/policies</p> <p>Has attended recent child protection training.</p> <p>Demonstrative knowledge of and commitment to a responsibility to keep children safe and protected</p>

	<p>An ability to help identify own training needs and actively seek learning opportunities and training needs and participate in training and development activities.</p> <p>An ability to use ICT to:</p> <ul style="list-style-type: none"> • Store and retrieve data • Support students' learning <p>Possess skills to undertake general clerical/administrative tasks in relation to the post.</p>	
Personal Qualities and Attributes	<p>Patient, calm and firm when appropriate</p> <p>Energy and a good sense of humour</p> <p>Hardworking and creative</p> <p>Ability to motivate and inspire young people</p> <p>Ability to build positive relationships with students and other staff</p>	
Special Factors	<p>Must be eligible to work in the UK</p> <p>DBS Checked</p>	
Other	<p>Suitability to work with children and young people.</p> <p>Two supportive work related references. (References from friends will not be accepted)</p> <p>Able to manage time effectively and have a good attendance record.</p>	

WORKING WITHIN THE QUANTOCK EDUCATION TRUST

Conditions of Service

Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

Fitness for Employment

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

Remuneration

Salary is paid on the 31st of each month comprising salary for the whole month.

Flexibility

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

Interview Expenses

The Trust will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

Smoking Policy

The sites across the Trust are a non-smoking and all prospective employees are expected to accept this as a condition of working at the school.

Equal Opportunities

The Quantock Education Trust is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

Safe Recruitment

The Quantock Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment - this will depend upon the nature of the offence(s) and when they occurred.

Further information about Disclosure can be found at www.disclosure.gov.uk

Shortlisting

Only those candidates meeting the right criteria will be taken forward from application.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with students.

Working across the Quantock Education Trust

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. Whilst this post is based at Haygrove School this is a Trust wide post and you could be required to work across the Trust Schools.



APPLICATION

To apply, please download an application from our website <https://www.haygroveschool.co.uk/about-us/vacancies.htm>

Completed application forms should be sent, together with a supporting letter, by email or post to:

 recruitment506@educ.somerset.gov.uk

 **Miss M Collins**
HR Administrator
Haygrove School
Durleigh Road
Bridgwater
Somerset
TA6 7HW

Please ensure your application form has your email address and also the e-mail addresses of your referees.

Closing date: noon on 22 September 2021
Interview Date: w/c 27 September 2021

Early applications are encouraged.
We reserve the right to close the advert should we feel able to appoint an appropriate candidate.