



Recruitment Pack

Learning Support Lead
St James School

Ted
Wragg
TRUST



Job Title:	Learning Support Lead
Location:	St James School
Salary Grade:	Grade D
Closing Date:	9am Friday 1st July
Required From:	ASAP

Join our team of exceptional colleagues who believe in an ambitious learning culture

- Join 1,000+ Trust colleagues across Devon
- Committed and passionate staff
- CPD provision and progression opportunities
- Kindness and wellbeing is valued and promoted
- Outward facing



Welcome from Lindsay Skinner, Headteacher

I would like to thank you for your interest in the role of Learning Support Lead at St James School.

We are looking to recruit a Learning Support Lead to provide support to the SEND department. The successful candidate will demonstrate an understanding of pupils with a range of SEND needs. They will be responsible for the effective coordination and efficient management of resources within the Learning support room. This role will involve working alongside the SEN students who make use of the room for sensory breaks and timetabled interventions throughout the school day. Whilst adhering to and supporting the school's behaviour policy, the successful candidate will be required to create a positive, communication friendly and calm environment for our SEND students. This is an exciting opportunity to join our friendly, enthusiastic and outstanding SEND department.

We have a lovely staff body here at St James who are committed and passionate about all that they do. We work closely with other schools in the Ted Wragg Trust and are currently developing an aligned curriculum that will allow for shared resources and expertise. We offer our staff weekly coaching sessions, bespoke CPD, in-house career progression opportunities and regular staff-wellbeing events.

At St James, our work is underpinned by the following four pillars:

- Having uncompromising high standards for all
- Keeping the arts at the heart of the school
- Valuing being outward facing
- Practising kindness

If you share these values, are driven and are prepared to go that extra mile to support our students, then we would welcome your application.

Kind regards

A handwritten signature in black ink that reads "Lindsay Skinner". The signature is written in a cursive, flowing style.



St James School

We value kindness and work to be kind in all our interactions and engender the same in our students.

St James is a thriving, diverse and ambitious community with 980 pupils. We are an 11-16 mixed comprehensive school that is consistently one of the highest performing in the area. We perform so well because from the moment they join us, we ask our pupils to work hard and be kind. These two behaviours epitomise what we think is important for both pupils and staff alike.

Our school is situated in the East of Exeter on a new, purpose-built site which means we benefit from excellent facilities, including an art and photography suite with gallery, an amphitheatre, a drama studio and a theatre with full rigged lighting and raked seating, a 4G full sized pitch, a greenhouse, allotments and significant school fields.

At St James, we value teachers' time which is why we have a sensible marking policy for classwork meaning that you are not routinely expected to handwrite feedback to pupils. Additionally, we have an automated system for homework which is planned, set and checked for you. All this saves you time so that you can focus on getting to know your pupils and planning the very best lessons for them. Across EBACC subjects, we have a common curriculum with fully resourced schemes that you simply need to refine for your classes' needs.

Our classrooms are disruption free as our behaviour system removes pupils who do not follow our lesson expectations. All sanctions are centralised so that you can simply get on with your job: teaching.

We ensure that our students are outward facing and enjoy a full range of experiences and opportunities whilst they are at St James. We help develop open minded, receptive and kind people, who embrace new ideas and change and who enjoy life and want to explore it by experiencing new things. The arts are core to our curriculum and are the beating heart of our school. All students partake in the arts and are given the opportunity to take the full range of arts qualifications at KS4.

More than 70% of our pupils complete the English Baccalaureate, and, as a result, we see our students invited to join elite post-16 programs, such as the Exeter Maths School and the Reach Academy.

The core of our ambitious learning culture is a broad, knowledge-rich curriculum, which is cohesive, cumulative and effectively sequenced. Our common curriculum is academic, rigorous and challenging, and designed with long-term memory in mind; students' knowledge, skills and understanding are cemented by frequent and systematic revisiting.

Our colleagues are
incredibly
committed and
passionate about all
that they do



Our curriculum aims not only to provide students with the knowledge and skills to obtain optimum GCSE outcomes but also to develop a love for subjects, acquiring knowledge and skills which set them up for future studies. Through a curriculum which, for us, encompasses every aspect of school life, we are developing our community of young people to have deep agency with their learning: they are curious about the world around them and proud to be learning with us.

We are committed to providing the very best environment for professional growth, believing that this is key to fostering an innovative and a progressive atmosphere. Our colleagues are incredibly committed and passionate about all that they do and are rewarded with bespoke CPD provision, in-house career progression opportunities, together with a relentless focus on staff wellbeing. If you are reflective in your approach and have a desire to be part of a highly successful school improvement team then this is the school for you.

Like Dylan Wiliam, we believe 'every teacher needs to improve, not because they are not good enough, but because they can be even better'. That's why our teachers receive weekly coaching sessions so that they can reflect on and refine their practice. We don't carry out formal, graded lesson observations as we believe our focus should be on helping teachers improve, rather than prove their practice.

Ofsted judged us to be a strong Good in our inspection in 2018. Our results in 2019 saw our students sustain the high level of performance of recent years. Headline figures show that 65% of students left with a grade 9-4 in English & Maths (a 'standard' pass) and 42% with a grade 9-5 in English & Maths. 77% of students achieved a 4 or above in English, and 62% a 5 or above, whilst in Maths 70% achieved a 4 or above, and 48% a 5 or above. The school's strong performance in the Ebacc has also continued.

We value kindness at St James and work to be kind in all of our interactions and engender the same in our students. So, if you like to work hard and be kind and you like your pupils to do the same, St James School is the place for you.

The Governing Body:

The Local Governing Body operates with full delegated authority from the Ted Wragg Multi Academy Trust and is directly accountable to the Trust. The governors understand well their statutory duties to hold leaders to account as well as setting the strategic direction of the academy and ensuring the academy has a sound financial footing. Their commitment is absolute, believing in social justice they bring a rich background of experience beyond education. They are led by a chair determined for the academy to be a first choice for parents and where every child is given the opportunity to fulfil their potential.



Job Description

Job Title: Learning Support Lead

Location: St James School

Responsible To: Deputy Headteacher/Head of SendCo

Salary Grade: Grade D

1. Key Purpose of Job

- The main purpose of the job is to assist the SENDCo in the effective coordination and efficient management of the Learning support room within the school. This will involve working alongside students who make use of the room for sensory breaks and timetabled interventions throughout the school day.
- The Learning support will understand the needs of our pupils with SEND and work to support them in those areas of need, including supporting with literacy, numeracy, understanding and regulating emotions and forming positive friendships.
- The job will also involve, under the supervision of the SENDCo, working closely with students, their parents/carers, other staff and outside agencies to identify, assess and plan to meet the needs of students.
- The core aim of a SEND team is to ensure we are an inclusive school that meets the needs of all learners. The team work alongside teachers with guidance from the SEND leadership team to ensure the best provision is created for all our pupils.

2. Anticipated Outcomes of Post

- Students are supported to maximise their learning and progress at school
- Students, regardless of their social or cultural background, are motivated to succeed and are supported to maximise their learning and progress at School

3. Key Requirements of the Post Holder

- Regularly provide feedback to the SENDCo about the systems in place to identify and meet the needs of the students who use the Learning Support room
- Identify, plan for and intervene with pupils who need support
- To deliver interventions
- To contribute to monitoring and evaluation of impact
- To liaise with pupils, teachers, support staff, parents and outside agencies as required
- to create resources as necessary for interventions
- To contribute to the Equality Committee as required as part of the school's Equality Policy
- To support individual pupils, small groups through interventions
- Using agreed systems to evaluate the effectiveness of interventions
- To collect and circulate advice as relevant
- To work within the school Policy to anticipate and manage behaviour constructively and effectively and to promote pupils self-control and independence
- To establish productive working relationships with pupils, acting as a role model and setting high expectations
- To promote inclusion within the school
- To comply with and assist in the development of policies as appropriate such as those relating to Child Protection, inclusion and Equality, Health and Safety, Confidentiality, Data Protection

- To report all child protection concerns to the Designated Staff in line with school policy
- To organise and deploy resources effectively
- Write student profiles and distribute information as appropriate to staff
- Liase between teaching and TA staff
- To give feedback to the SENDCo/ Assistant SENDCo on the effectiveness of resources
- To maintain existing resources and advise the SENDCo/ Assistant SENDCo on the developments of new resources
- To create a positive and inclusive environment within the learning support room to support pupils with SEND

4. Budgetary/Financial Responsibilities of the post:

Learning Support Lead None

5. Supervision/ Line Management Responsibilities of the post

- None
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6. Working Environment and Conditions of the post

- In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people, the post holder may be required to travel and teach within any school in the Ted Wragg Multi Academy Trust
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7. Other Duties

- All staff must commit to Equal Opportunities and Anti-Discriminatory Practice
- The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles
- The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members
- The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures
- The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at
- This post is based at St James School but the post holder may be required to move their base to any other location within the Trust upon request
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed
- To undertake additional duties as required, commensurate with the level of the job

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post



Person Specification

Job requirements

Essential/
Desirable

Qualifications and Professional Development

- Minimum Level 2 qualifications (GCSE or equivalent, to include English and Maths)
- Good numeracy/literacy skills
- Requirement to participate in training/development as/when identified by line manager as essential for performance of the post
- Completion of DCC TA induction Programme, or (if not completed) a requirement to do so, ideally within the first 6 months of appointment
- NVQ 2 for Teaching Assistants or equivalent qualifications/experience
- Degree

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Knowledge/Experience:

- Experience of working with or caring for children of relevant age, or completion of the DCC TA Access Course
- Basic understanding of child development and learning
- Understanding of relevant policies/codes of practice and awareness of relevant legislation

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Skills / Attributes:

- Ability to effectively use ICT to support learning or to undertake training to do so
- Ability to use other technology to support learning eg video, photocopier etc
- Ability to self-evaluate learning needs and actively seek learning opportunities
- Ability to relate well to children and adults
- Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those

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Other:

- Committed to equality of opportunity and the safeguarding and welfare of all pupils
- Ability to fulfil all spoken aspects of the role with confidence and fluency in English
- Flexibility and adaptability
- This post is subject to an enhanced DBS disclosure

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Key to Evidence

A- Application

C- Certificates

I - Interview

R - Reference



Staff Wellbeing

More reasons to join St James including disruption free classrooms!

- Disruption free classrooms and centralised detentions.
- Visualisers in every classroom.
- Cycle to work scheme.
- Staff celebrated in weekly, Christmas and yearly awards.
- Complimentary tea, coffee, sugar milk for all departments.
- Staff sport including football, yoga and aerobics – all staff welcome to join.
- An annual flu jab for all staff if required.
- Staff socials and other events organised by our Director of Fun!
- Trained in-house Wellbeing Champion, providing access to free support and resources.
- On-site free parking.
- Cake at break – fortnightly.
- A flexible approach to family commitments and 2 days paid for non-emergency illness of dependants.
- A buddy for new staff to help them settle in and meet others outside their department.
- Opportunities for career and personal development.
- Employee assistance programme including free counselling and 24 hour GP support.
- Discounted Gym membership.
- Secret buddy scheme – helping us to care for each other.

"I don't think any other schools compare to how you have looked after us as a staff. So thank you!"





Ted Wragg Trust

The key aspect that makes this Trust exceptional is that, with the 'Members', we have an inspirational progression route from an Outstanding Primary, through to an Outstanding FE College, to a world-class, Russell Group University.

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

Our Trust shares Ted Wragg's passion for education and the difference it can make to social mobility, progression, self-esteem and ultimately success, in an increasingly competitive education and jobs market.

Our ambition is to raise the aspirations of young people and enable them to become fulfilled, confident and motivated citizens, able to contribute actively to a democratic society. All students within the Ted Wragg Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

The Aims of the Ted Wragg Trust are to:

- Work in genuine partnership to strengthen schools and their communities
- Foster a culture of positive challenge and continual school improvement
- Provide a common sense of purpose with a focus on outstanding teaching and learning
- Offer an excellent educational experience so that every student fulfils their potential
- Encourage a rich, dynamic and purposeful range of learning opportunities for all students
- Develop life-enhancing values so that students leave school with a sense of self-worth and determination to succeed

We have grown to 12 schools located in Exeter, Plymouth and Crediton and work closely with other local schools and Trusts.

Our trustees are from the University of Exeter and Exeter College as well as from local businesses.

Website: <http://www.tedwraggtrust.co.uk>

How to Apply



If you would like further information that is not covered in this pack, please email the Deputy Headteacher, Emily Harper at EJH@stjamesexeter.co.uk.

Application forms are available on our website [here](#).

Applications are to be sent to recruitment@stjamesexeter.co.uk school no later than 9am on Friday 1st July.

Application Requirements:

Candidates are asked to complete all standard information requested on the application form including a supporting statement confirming their suitability for the role.

Please be advised that references will be taken up shortly after shortlisting and we request that your referees are advised of the need to respond within the times scales set.

Interview Process:

Interview date tbc. Shortlisted candidates will be advised on the range of tasks and activities that will make up the selection process.



Recruitment Pack

Thank you for your interest!

Ted
Wragg|Trust