

Rothwell Schools

SPECIAL NEEDS LEARNING SUPPORT ASSISTANT

CANDIDATE PACK
NOVEMBER 2022





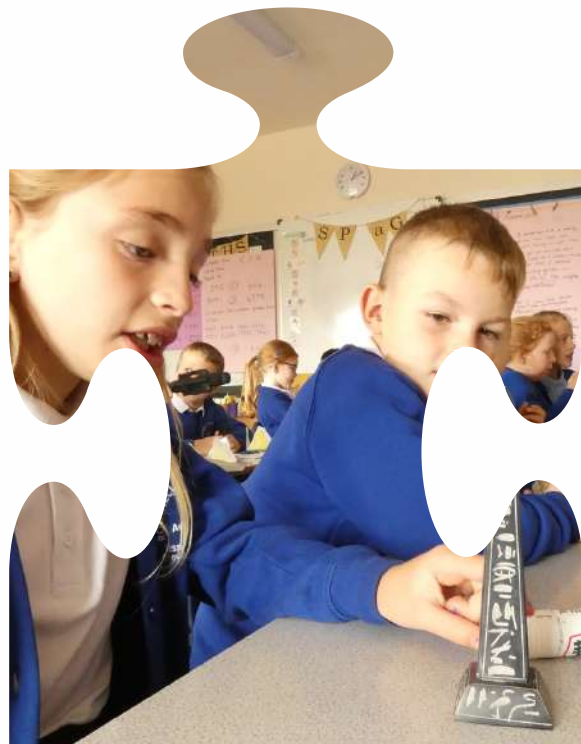
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“

No matter what happens the teachers are always here to help

”



ABOUT US

The Rothwell Schools are comprised of a partnership between the Rothwell Victoria Infant School Nursery & Infant School and Rothwell Junior School, of which both are good schools. (OFSTED July 2021, RVIS and January 2019, RJS)

The Rothwell Schools are located in the historic Northamptonshire market town of Rothwell, easily reached from Leicestershire, Northamptonshire, Warwickshire and Bedfordshire.

Northamptonshire was recently placed as third in the country in the Halifax Quality of Life Survey and is one of the greenest counties in in England; with 161 parks covering 1,600 acres.

The Rothwell Schools are part of Pathfinder Schools Multi-Academy Trust and collaborates closely with the Trust Central Team and it's eight other schools.

We are extremely proud of our school community, our ethos, tradition and the outstanding educational provision we provide.

We are fortunate to support the learning of nearly 700 pupils from our vibrant local community.

We employ close to 100 staff, including Teachers, Leaders and Support Staff who enable our school communities and pupils to thrive.

“

It's like learning is a power-up that helps you be stronger

”

“

The kindness in the adults and children

We all care about each other.

”

OUR AIMS

At Rothwell Schools we are concerned with the **care** and **growth** of **every child**. Our work is aimed directly at **fostering** the **development** of each child **emotionally, intellectually, morally, physically, socially** and **spiritually**, providing the appropriate **learning** situations to achieve this. We **share** an agreed code of **values**, based on a firm belief that we are all **significant individuals**, with **major contributions** to make towards the life of our school.

Everyone at Rothwell Schools has their own aspirations and abilities, and through the provision of an ordered, caring and happy community, we strive to help everyone reach their full potential.



Our aims are:-

- To encourage the children to value themselves and others within the school.
- To provide a caring community in which all individuals can interact with each other recognising and accepting individual differences with tolerance, and ensuring equality of opportunity for all.
- To create a meaningful, stimulating and safe environment, which provides security and stability for everyone within the school community.
- To provide within the framework of National Curriculum requirements, a broad, balanced and creative curriculum, which will develop learning skills and promote understanding and enquiry, so enabling each child to achieve their full potential. Wherever possible we would try to achieve this through first hand experiences.
- To promote opportunities for children to express themselves creatively and imaginatively with confidence.
- To encourage and motivate children to take increasing responsibility for their own learning and to make informed choices through self-discipline and co-operation.
- To promote in our children, a positive and responsible attitude towards wider community and environmental issues and their own role in society.



CAREER DEVELOPMENT

We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.

WHAT OUR STAFF APPRECIATE MOST

“ ”

Colleagues

The children who work hard all the time and give everything.

I feel able to approach Senior leaders about any concerns

The opportunity to grow and ask questions to professionally develop.

The colleagues I work with, the children in my class.

Support of my peers

I love my job - making a difference to the children - and it has the added bonus of fitting around my family life

Compassion & openness

People are helpful, good work-life balance encouraged

Supportive SLT

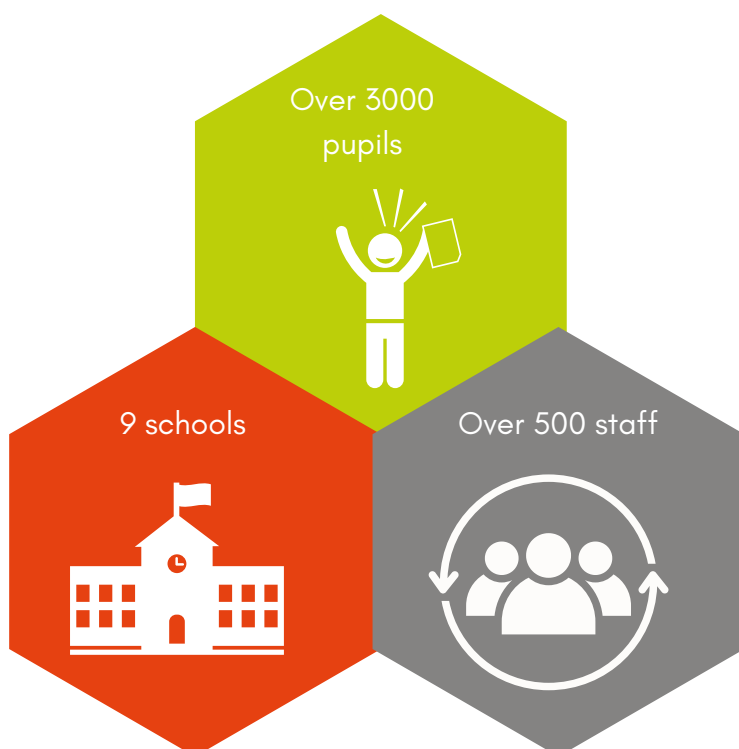
Amazing support staff



Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.



"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships"

Ann Davey-CEO-Pathfinder Schools

OUR PURPOSE

We exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

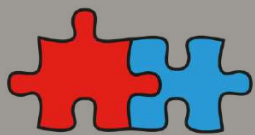
OUR VISION

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

OUR VALUES

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.

Special Needs Learning Support Assistant



Rothwell Schools

Contract type - Fixed Term linked to the life of a child in school and duration of funding.

Part Time

28.3 hours per week, 38 weeks per year

Salary - Grade D Points 3 - 4
£20,812 - £21,189 per annum pro rata

Closing date - Monday 5th December 2022 16:00

Interviews - To be confirmed

Start date - As soon as possible

How to apply

To apply, please complete a Pathfinder Schools support staff application form, which can be downloaded from the vacancies page of the website

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be accompanied by a letter of application and should be sent to recruitment@pfschools.org.uk

Advert

Are you looking for an exciting new opportunity? This could be the role for you! An opportunity has arisen to support the learning of a Y1 child with additional needs. As a result, we are looking for a consistent, calm and caring person to join our team.

We are looking for a Learning Support Assistant who can:

- Put the child at the heart of their learning and development
- Build great relationships with their parents and families
- Work to ensure excellent progress for the specific child
- Bring new ideas to enhance our provision further
- Be a team player that can work alongside our existing staff

We can offer you:

- Well motivated children and supportive families
- Enthusiastic, friendly and dedicated staff
- A driven and determined SLT
- Loyal Governors
- A chance to work as part of our self-created Multi Academy Trust: Pathfinder Schools

Rothwell Junior School is a good school (OFSTED January 2019) which is part of the Pathfinder Schools Academy Trust. We are based in the north of the county in the market town of Rothwell, which has seen significant growth over the last few years.

The Governing Body of Rothwell Junior School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, medical and enhanced DBS checks. All shortlisted candidates will now be required to complete a staff disqualification declaration as part of our safeguarding checks.

Advert cont.

For any queries or to discuss the post in more detail, please email Parents.rjs@rothwellschools.org.uk FAO Joanna Loomes, SENCO for a discussion about the post.

Rothwell Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address :

<https://www.rothwellschools.org.uk/files/92/Statutory-Documents/580/Rothwell-Schools-Safeguarding---Child-Protection-Policy-2022-23.pdf>

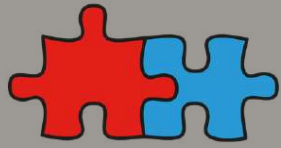
Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Pathfinder Schools is passionate about its values of collaboration, humanity and independence, we believe that when people feel respected and included they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

Special Needs Learning Support Assistant



Rothwell Schools

Job Description

Responsible to: SENCO

Overall purpose of the post:

To work under the direct instruction and guidance of teaching/senior staff to undertake work/care/support programmes; to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Principal responsibilities:

- Jobs comprise a sequence of tasks that form standardised work routines.
- May provide informal assistance to less experienced colleagues.
- Work under direct instruction/guidance from teaching staff, enabling access to learning for pupils including those with special educational needs.
- Post requires courtesy and effectiveness in dealing with other people.
- Able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher.
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

1) Working in the environment

- Assist with the planning, development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times; to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Where applicable to the needs of the children carry out medical procedures in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies; deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.
- Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.

- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

2) Supporting pupils in the learning environment

- Supervise and support pupils in the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT).
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to encourage structured and positive play.
- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence under the direction/guidance of class teacher.
- Establish constructive relationships with pupils and interact with them according to individual needs.

3) Providing clerical and other support to service users

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Administer routine tests and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

4) Preparing and maintaining the classroom environment and resources

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Prepare, maintain and use equipment and resources required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.

5) Developing the team

- Participate in meetings, training/development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

6) Building professional relationships

- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

7) Dealing with Behaviour Issues

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures.

8) Monitoring levels and ordering of resources

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

9) Reviewing pupil's performance

- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

10) Physical Effort and/or strain

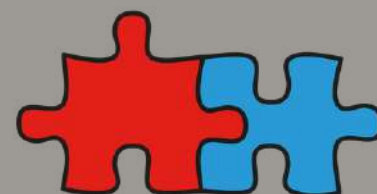
- Physical effort and/or strain may regularly be part of the normal working pattern when helping to move identified pupils, using mobility equipment such as wheelchairs and/or hoists.

11) Working Environments

- Job holders may frequently attend to personal, hygiene and medical care needs throughout the normal working pattern and may therefore be exposed to unpleasant/hazardous substances. Health and Safety guidelines should be followed at all times.
- Any other duty required by the Headteacher and Senior Leaders may be reasonably required, commensurate with the level of post.
- Performance Management will take place on an annual cycle, with the SENDCO taking the role of appraiser.

Special Needs Learning Support Assistant

Person Specification



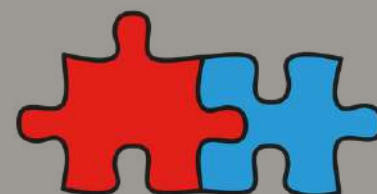
Rothwell Schools

AF = Application Form I=Interview

| Attributes | Essential It is essential candidates can provide evidence of: | Test | Desirable It is desirable candidates can provide evidence of: | Test |
|-------------------------------------|---|-------------|---|--------------|
| Education and Qualifications | NVQ level 2 or equivalent in relevant subject or significant experience of working with or caring for children with special needs of relevant age, preferably in a school setting and | AF/I | GCSE grade C or higher in English, Maths and Science | AF |
| | at least a pass in English and Maths at GCSE or equivalent | AF | Further CPD training undertaken. NVQ level 3 or equivalent in relevant subject | AF AF |
| Experience and Knowledge | Knowledge of National Curriculum | AF | Experience of working with children with Autism | AF/I |
| | Knowledge of Special Educational Needs | AF | Recent experience of working in a school setting | I |
| | Appropriate IT and keyboard skills | AF | Working knowledge of national curriculum/EYFS curriculum and other relevant learning programmes | I |
| | Appropriate level of data protection, security and confidentiality awareness | AF | Experience of CPD | I |
| | Willingness to participate in CPD | I | Experience and knowledge of SEN code of practice | I |
| | Recent experience of working with children | AF/I | Experience of running intervention programmes | I |
| | | | Following guidance from IEPs | I |
| | | | Team teach trained | AF |

Special Needs Learning Support Assistant

Person Specification



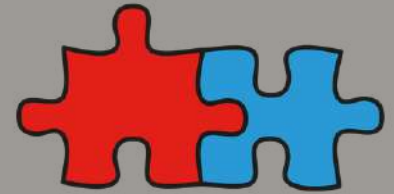
Rothwell Schools

AF = Application Form I=Interview

| Attributes | Essential It is essential candidates can provide evidence of: | Test | Desirable It is desirable candidates can provide evidence of: | Test |
|---------------------------|--|---|--|---------------------|
| Safeguarding | <p>A commitment to safeguarding children and report concerns.</p> <p>Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed.</p> <p>Able to form and maintain appropriate professional relationships and boundaries with children and young people.</p> <p>Ability to deal with sensitive information in a confidential manner</p> | <p>I</p> <p>AF/I</p> <p>I</p> <p>I</p> | <p>Recent evidence of Safeguarding training and working knowledge of school child protection practices.</p> <p>Recent first aid training</p> | <p>AF</p> <p>AF</p> |
| Ability and Skills | <p>Ability to work constructively as part of a team</p> <p>Effective oral and written communication skills</p> <p>Ability to manage difficult behaviour in a calm and patient manner</p> <p>Ability to use own initiative but also follow direction</p> | <p>AF/I</p> <p>I</p> <p>I</p> <p>AF/I</p> | <p>Able to run small groups independently</p> | <p>I</p> |

Special Needs Learning Support Assistant

Person Specification



Rothwell Schools

AF = Application Form I=Interview

| Attributes | Essential It is essential candidates can provide evidence of: | Test | Desirable It is desirable candidates can provide evidence of: | Test |
|----------------------------|---|--------------------------------------|---|-------------|
| Ability and Skills | <p>Good organisation and time management skills.</p> <p>Confident with the use of IT equipment to support learning.</p> <p>Able to act as good role model to children.</p> <p>Ability to communicate effectively with parents</p> | <p>I</p> <p>AF</p> <p>I</p> <p>I</p> | | |
| Equal Opportunities | <p>Ability to demonstrate awareness/understanding of Equal opportunities.</p> <p>Able to support and understand the needs of SEND pupils</p> | <p>I</p> <p>I</p> | | |



Contact us

<https://www.rothwellschools.org.uk/>

Rothwell Junior School:

Gladstone St,
Rothwell,
Northamptonshire,
NN14 6ER

Phone 01536 906699

Email-parents.rjs@rothwellschools.org.uk

Rothwell Victoria Infant School & Nursery:

School Lane,
Rothwell,
Northamptonshire,
NN14 6HZ

Phone 01536 906699

Email parents.rvis@rothwellschools.org.uk