



Diocese of Salisbury

Academy Trust

'Beyond expectations for all of God's children'



Wimborne St Giles
CE First School

Learning Assistant (+ MDSA)



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

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

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

This recruitment pack includes:

Our School

Brief outline of who we are and what we do

Job Advert and How to Apply

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

Job Description and Person Specification

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

DSAT Vision and Values

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

Equal Opportunities Monitoring Form

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

Privacy Notice

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



Wimborne St Giles
CE First School

Letter from Headteacher

Dear Colleague,

Thank you for expressing your interest in the post of Learning Assistant here at Wimborne St Giles Church of England First School and Nursery in the heart of rural Dorset. I hope that the information which we have provided encourages you to apply for this exciting vacancy at our school.

As Head Teacher of our wonderful school I have, quite simply, the best job in the world and we are blessed with a fantastic team of children, staff, governors, families and wider friends.

Our school vision statement: 'Together We Grow: Together We Give' is central to everything we do and we are really proud of this sense of community and the 'family atmosphere' that we have cultivated in which everybody is given the opportunity to flourish.

Through our Core Christian values of Love, Hope and Joy, we aim to transform our own lives and the lives of everybody within the school and beyond!

We believe that success is all down to high expectations and aspirations for every child and we aim for excellence in everything we do. School should be a joyful experience for all children; they only have one shot at primary education and the greatest responsibility we have is to get it right for them at the very beginning.

We are committed to high quality, innovative classroom practice within a very caring environment. Ours is a school with high expectations and standards and a happy team of staff and children. The TA appointed must be creative, enthusiastic and show flair with his/her ideas and approach.

Visits to the school are warmly welcomed by appointment. Please also feel welcome to contact the school office - office@wimbornestgiles.dsat.org.uk (Tel: 01725 517347) - if you have further questions about this vacancy.

We really look forward to hearing from you.

With my very best wishes

Philippa Hill
Headteacher



Wimborne St Giles
CE First School

Our Vision – ‘Together we Grow: Together We Give’

Through our vision and its associated values, we aim to create a school that stands out, in which everybody **THRIVES**, which is firmly rooted in its Christian **VALUES** and which branches out to serve its **COMMUNITY**.

Our vision is underpinned by the following verse from the Bible:

“And on the banks, on both sides of the river, there will grow all kinds of trees for food. Their leaves will not wither, nor their fruit fail, but they will bear fresh fruit every month, because the water for them flows from the sanctuary. Their fruit will be for food, and their leaves for healing.”
Ezekiel 47:12

OUR CHRISTIAN VALUES

LOVE

Jesus loved us so much he died for us. “I pray that you, being rooted and established in love, may have power...to grasp how wide and long and high and deep is the love of Christ...” (Ephesians 3:17-18). At Wimborne St Giles, we strive to demonstrate God’s love in the way that we care for and serve one another and in the way that we practice forgiveness and reconciliation. “This is My commandment, that you love one another as I have loved you.” (John 15:12)

HOPE

“Our hope comes from God” (Romans 15:13). At Wimborne St Giles we aspire to be the best we can be and we are ambitious for our whole community. We regularly give children the chance to talk about ways to challenge injustice and inequality and we try to bring hope to others through social action projects. “For I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future.” (Jeremiah 29: 11)

JOY

The Bible teaches us that true joy is found in God: “In Your presence is fullness of joy.” (Psalm 16:11) The joy of the Lord allows us to face every single situation, no matter how difficult, with hope and love in our hearts. At Wimborne St Giles we try to stay positive and joyful even when times are challenging and difficult. We know that ‘the joy of the Lord is your strength.’ (Nehemiah 8:10)



Job Advert

Job Title	Learning Assistant and MDSA (2 vacancies)
Academy Name	Wimborne St Giles CE First School and Nursery
Location	Wimborne St Giles
Contract Type	Permanent: Learning Assistant: 10 hours per week + MDSA 2 hours per week (Mon/Tues – Learning Assistant 8.45-12.15 and MDSA – 12.15-1.15)
Salary	Dorset Grade 3- 5 (depending on experience)
Pension	Local Government Pension
Contact	office@wimbornestgiles.dsat.org.uk
Closing Date	9.00am Monday 18 th October, 2021
Interview Date	Thursday 21 st October, 2021
Start Date	Monday 4 th November

Learning Assistant

Wimborne St Giles Church of England First School and Nursery is a small, rural Church school situated in an idyllic village setting approximately 10 miles from Wimborne in Dorset. It is a growing school with 76 pupils currently on roll and we are very proud of the 'family atmosphere' that we have created. The school has a Nursery department on-site which works very closely together with our Reception class.

We are seeking to appoint a Learning Assistant, from November 2021 to join our friendly and enthusiastic staff team. There are additional MDSA hours attached to this role.

As part of our learning community you will benefit from:

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

What we ask in return is that you:

- ☐ Are passionate about helping our children learn
- ☐ Have a supportive and nurturing approach towards children
- ☐ Are committed to ensuring that all children achieve their very best
- ☐ Are willing to act in partnership with other staff, children, families, governors and our DSAT colleagues

- ☐ Provide a stimulating and engaging experience for children enabling all to do their best
- ☐ Are willing to engage in best practice research

The Job Description for a learning assistant and MDSA, included within this pack, outlines the professional expectations for learning assistants here at Wimborne St Giles. The successful candidate will be required to fulfil this Job Description. The Person Specification provides details about the skills/experience which we are seeking for this post.

We ask if, within your letter of application, you could:

- explain why you have chosen to apply for this post at Wimborne St Giles
- detail how your experience makes you suitable for this role
- share any experience of working with children and the impact which you have made on their futures
- explain how you could 'make a difference' at Wimborne St Giles and help all within it to flourish

Applications for this post must be received by **9.00am, Monday 18th October, 2021**

If you do not hear from us by the end of the working day Monday 18th October, please assume that you have not been taken forward to the selection stage but thank you so very much for taking the time to apply.

The selection process will take place on **Thursday 21st October, 2021**. Candidates invited to the selection will be required to attend on this day.

For more information about the school, the role advertised or to arrange a visit, please contact the school office on 01725 517347 or e-mail: office@wimbornestgiles.dsat.org.uk

You can also visit our school website: www.wimbornestgiles.dsat.org.uk

We look forward to hearing from you.



Job Description

Job Title: Learning Assistant

Reports to: Headteacher/Head of School

Key Responsibilities:

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

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



Main Duties:

1. To support the teaching and learning processes.

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

- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets
- Assist the Teacher/SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - management of pupil behaviour
 - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - inclusivity of pupils with identified SEN needs

2. To support the assessment of pupils

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

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

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

- Liaise with parents and other professional agencies in support of pupil's needs.

4. To contribute to the learning environment

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

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

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

6. Additional duties

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

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



Person Specification

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

Job Description

Job Title: Midday Supervisor
Reports To: Headteacher/ other
nominated person

Grade: SCP6
Salary Range: £8.50 an hour

Main Job Purpose:

To ensure the safety, general welfare and conduct of pupils during the midday break period.

Assistance is also given to school and catering staff with basic cleaning and general duties in and around dining areas.

Main Duties:

1. To supervise pupils in designated areas of the school during the midday break and to ensure their safety, welfare and general conduct through appropriate application of the school's policies and procedures.
2. To establish safe and appropriate behaviour by effective intervention or referral to senior staff.
3. To supervise the movement of pupils to and from dining areas, including any personal hygiene requirements.
4. To maintain good order in dining areas.
5. To assist pupils, where necessary, with the collection of food and return of trays, or other items to the service counter.
6. To assist pupils, where necessary, with the proper use of cutlery, drinking facilities or other aspects of the midday meal.
7. To assist in the clearance of any spillages and wiping down, clearing or resetting of tables, as appropriate.
8. To assist in the setting up and removal of furniture where necessary.
9. To take any immediate action to attend to sickness or accidents by carrying out minor first aid and summoning relevant assistance.
- 10 To report any unauthorised visitors on school premises
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- 11 To complete any documentation required by the school in relation to
. incidents occurring during the lunchtime break period and to participate in review meetings, as required.
- 12 To fully comply with the Trust's safeguarding policy.
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- 13 This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Knowledge & Skills

No formal qualifications or previous experience is required but the ability to establish positive expectations of pupil behaviour, good relationships with staff and pupils, and a sensitivity to pupils' personal needs is important.

Necessary training in food handling may be required.

Supervision and management

The post holder will be expected to work with limited supervision to an established work pattern. There will be support available from the Headteacher (or designated member of staff) and/or other designated member(s) of staff. Regular meetings will be arranged for briefing and/or feedback on relevant school or individual pupil matters.

Key Contacts and Relationships

There is a high level of interaction with individual and groups of pupils. There will be the requirement to work as a co-operative member of a team of supervisory assistants, liaising as necessary with other school staff.

Resources

If personal protective clothing is supplied, it must be worn at all times, as provided, and maintained to an appropriate standard.

Working Environment

There may be some occasions when the post holder will be expected to attend to a pupil with soiled clothing due to sickness or toileting problems. There will be need to respond to challenging behaviour of pupils. The post will also involve some supervisory duties being undertaken on the playground or other external spaces.





Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'

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

Children and young people at the heart of all we do

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

Faithfulness to our Christian tradition

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

Striving for excellence

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

Collaboration

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

Celebrating success

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



'I can do everything through Christ, who gives me strength'



Background to DSAT

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

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

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

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



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

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