



Candidate Pack

Teaching Assistant/Learning

Mentor

ACE Schools – Exeter





Headteachers Welcome

Dear Candidate,

Thank you for taking the time to look at our advert for Teaching Assistant/learning mentor at our Exeter base.

As our Teaching Assistant you will support the learning of our pupils in care across our bases. The successful candidate should have experience of working with young people who have complex needs as well as their own resilience to support our young people on a daily basis. You will be expected to work outside of the normal classroom environment, including off site work, as a way to encourage our students to learn. You will be professional in your approach and organised in your working.

You will be supporting teaching specialists in delivering high quality teaching and learning by providing care and support enabling young people to thrive, behavioural coping mechanisms that help our young people make good choices and reflect on their actions and you will provide academic support for the group or young person you will be working with.

You will be at the forefront of making life changing differences to a group of young people who deserve the same high level of education as their peers.

This is a unique and rare opportunity to join an incredible team of staff and young people and if you believe that you have the vision, skills and experience can form great relationships to help shape the lives of the young people we serve we would love to hear from you.

I look forward to hearing from you.

Matt Bindon
Head Teacher
01752 396100 (Plymouth base)



ACE Schools - who we are

ACE schools is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and as a result of this don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.

The school is based on 11 sites across the three localities and these sites are divided into three primary areas of need. These include bases to support young people's health and welfare and this can include mental and physical illness that prevents them from attending school, reintegration, and intervention bases to support young people with challenging behaviour and social emotional needs back into school; WRAP bases where we provide one to one support for pupils with EHCP plans.

We currently employ over 200 members of staff across the school in a range of positions. At present in the school, we have 23 different roles and responsibilities across the team ranging from welfare, curriculum, and professional development leads.

In February 2019 Ofsted inspected the whole school rated us as a 'good school' and we are incredibly proud of the report. Below are some of the highlights.

This is a good school

- Leaders are passionate that every pupil, whatever their previous education history, deserves another chance to succeed. As a result of their commitment to providing high-quality provision, pupils do well.
- Leaders have developed strong systems of management across sites. There are common expectations and systems of accountability. Individual sites are, therefore, well organised.
- Leaders work very hard to safeguard pupils. They are very aware of the many risks to their pupils. They have established good relationships with outside agencies. There is a very strong safeguarding culture throughout ACE.
- Teaching is of high quality on most sites. It is tailored precisely to individual needs and underpinned by very strong relationships between adults and pupils. This quality is not as consistent on the Bretonside site.
- Leaders offer a bespoke curriculum tailored to individual needs and aspirations. This means that pupils are much more likely to engage and succeed.
- Pupils' attendance improves considerably. Pupils learn to manage their emotions and behaviour. Pupils develop pride in their work.
- Pupils make good progress. They frequently gain a range of qualifications and leave ACE for a variety of appropriate destinations. Pupils with special educational needs and/or disabilities (SEND), including those with mental health needs, do well.
- Trustees have overseen the successful establishment of the multi-academy trust and a period of expansion. They identified themselves that governance required strengthening. They have taken appropriate action but there is still work to do to ensure that leaders are rigorously held accountable for all sites.



What we can offer you

As a large alternative provision that is part of a trust we can offer you as future employees many exciting benefits:

Health shield: Health shield provide our employees with a range of benefits including paid for Physiotherapy sessions and counselling sessions, member discounts, great deals and cashback on shopping, travel, and restaurants and free eye tests.

CPD: All members of staff have CPD sessions that take place on a Friday afternoon that are finished by 3:30 meaning that none of our training take place after the school day. Each week we a wide variety run drop in sessions to allow staff to tailor their professional development.

School day: A day running from 8:30am-3:30pm with pupils finishing at 1:00 on Fridays to allow staff to take part in a range of CPD each week.

Career progression: As a school that covers three counties staff can move between bases and progress their careers into 23 different roles in the school.

Multi agency working: Due to the high level of need for a proportion of our pupils there will often be occasions where you get to work with professional from other organisations

IT equipment: Whatever role you join ACE in you will be provided with the IT equipment required to carry out your work

Induction and qualifications: When you join ACE, you will be given a comprehensive induction into our school and provided with MAPA (physical intervention training) as part of the programme. This induction will continue with a comprehensive package which may include first aid certificates, activity leadership as well as a thorough explanation in our systems, trauma informed practice and an in-depth safeguarding training. We have chosen to work with SWIFT to provide an Early Career Teacher Programme.

Well-being activities: Once each term staff are given opportunities to take part in well-being activities ranging from group sporting, cultural or social activities, through themed activities such as creative afternoons to individual activities such as beauty therapy and massage.

Staff supervision: As a school we purchase the support of psychologist so that all members of staff can receive support from trained professional when staff need support for issues inside and outside of school.





During the academic year 20/21 we asked staff what it was like to work at ACE and here is what they said;

. I am proud to work for ACE?

[More Details](#)

[Insights](#)

143

Responses



4.62 Average Rating

"The relationships we have with the students are really strong" Teaching Assistant

"It's been so nice having him at ACE, with all the support he has been given." Parent

"The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised" Teacher

"ACE is just brilliant. I couldn't ask for a better school. You work miracles" Parent

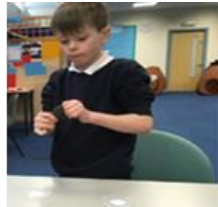
"I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures" Teacher

"Having worked for ACE for only a short time and I have been impressed at how the students are supported" Teaching Assistant

"The work we do at ACE is brilliant and I am delighted to have joined the team this September" Teacher

"My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner" Parent

"I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important"
Pastoral Lead



Job Title: Teaching Assistants

Academy: ACE Exeter – Part of Transforming Futures Trust

Reporting into: Headteacher / Line Manager

Qualifications: Level 3 qualification in working with children or young people
GCSE English and Maths (A*-C) or Adult Literacy & Numeracy Level 2 equivalent

Job Purpose

Under the direction/instruction of Senior Staff, provide general support to students and staff, including preparation, routine maintenance of resources/equipment.

Responsibilities

Support for students in accessing learning activities in a variety of settings, including vocational placements and Learning Outside the Classroom, as directed by Teacher/Senior Staff to include:

- Support and encourage students to engage in learning activities, and promote Good Behaviour
- Assist with the supervision of students during off-site activities, including Training Placements
- Be aware of, and comply with Policies and Procedures relating to: Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
- Provide support for the preparation of, and undertaking of examinations
- Be an effective role model for the standards of behaviour expected of students
- To support in the development of IEP's

Support for the Academy to include:

- Contribute to the overall ethos/work/aims of the Service
- Appreciate and support the role of other professionals, and maintain positive working relationships
- Attend relevant meetings as required
- Participate in training, learning activities, performance development, and maintain record of own professional development

General Duties

As and when required, to undertake duties in connection with personal hygiene and welfare of students, as directed by teaching staff

- Provide clerical/admin support e.g., attendance/absence, typing, photocopying, printing, display, baseline assessment
- Ensuring maintenance of a clean, safe, and orderly working environment
- Timely and accurate preparation of routine equipment, resources, materials, as instructed, ensuring quality/safety
- Undertake record keeping as directed
- Monitoring and arranging orderly and secure storage of learning resources



Experience & Job Knowledge

Essential

- Experience of supporting young people with behavioural & learning difficulties
- Experience of supporting with the supervision of young people during off-site activities

A full and clean UK driving license and the willing to use your car as part of your duties to take pupils offsite

Desirable

- Evidence of supporting in the writing of IEP's and Pastoral Support Plans
- Evidence of involvement in extracurricular activities
- Evidence of supporting in developing / delivering differentiated programmes of work
- Knowledge of SEN and statutory assessment procedures, and the SEN Code of Practice
- Experience of working with young people who suffer from mental health complications

Skills

Essential

- Good communication and interpersonal skills
- Ability to work within school community teams, and wider community teams
- Ability to produce clear and accurate reports
- Ability to follow instructions, and to use initiative to work with young people in a variety of outreach placements, including Food & Nutrition, P.E./Outdoor Education, and Vocational placements
- Ability to work within corporate policies. Awareness of Equal Opportunities and Health & Safety, Child Protection Procedures and Safeguarding & Welfare
- Ability to maintain good discipline and challenge negative behaviour

Desirable

- Evidence of communicating & cooperating with a range of Children's and Young People's Services

Qualifications

Essential

- GCSE English and Maths (A*-C) or Adult Literacy & Numeracy Level 2 equivalent
- Level 3 qualification in working with children or young people

Desirable

- Teaching assistant related qualification
- Youth work related qualification
- Other equivalent qualification relevant to children/young people

Physical Requirements

Essential



- Full driving licence and business insurance, with a vehicle suitable to transport individual pupils to activities
- Participate in off-site and in-house extra-curricular programmes

Desirable

- Mini-bus driving certificate
- Ability to visit and provide support at other ACE sites in Plymouth when required

Personal Qualities and Attributes

- Patience, acceptance, curiosity, and empathy with and for the children
- Team player
- Punctuality and reliability is essential
- Resilience, energy, and a solution focussed attitude
- Confidentiality
- A strong work ethic will need to be demonstrated

Trust Standards

The post holder is, at all times, required to work within the Trust's:

- Health and Safety Policy, performance standards, safe systems of work and procedures
- Act in accordance with the appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its policies and procedures.

Trust Vision & Values

Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.



Transforming Futures Trust

Transforming Futures, Changing Lives.

ACE Schools is part of Transforming Futures Trust; the Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to-school support.

In addition to **ACE Schools**, there are two other schools in the Trust:

ACE Tiverton



A new 11-16 special school, which opened in September 2019 with 35 students across Years 7-11. A Free School with a designation for supporting students with high functioning Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

Courtlands Special School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.