

The logo consists of four rounded squares arranged in a 2x2 grid. The top-left square is light blue, the top-right is light green, the bottom-left is yellow, and the bottom-right is a darker green.

BLACKDOWN
EDUCATION
PARTNERSHIP



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

I hope that this recruitment pack will give you an idea of Blackdown Education Partnership, what we stand for and what it might be like to work with us.

We have a simple and compelling vision for education. We believe that our schools should sit at the heart of our communities; that there are no limits to what our children and young people can achieve; and that they should be great places to work and learn.

We are incredibly proud of our Trust and the schools within it. Strong partnerships, collaboration and generosity are the bonds which underpin our collective mission to provide great education for all children no matter what their starting point or their background.

Before BEP...I have been associated with Uffculme Academy Trust for more than 10 years, and I have no doubt that it is a very special organisation. Having moved from Headteacher to Executive Head to CEO, I know first-hand how a strong ethos, ambitious culture and compassionate environment drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

We look forward to receiving your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





Dear Applicant

I'm delighted that you are interested in the position we have available at Court Fields School and joining the Blackdown Education Partnership. Visitors to Court Fields School always comment on our warm, friendly and purposeful learning environment. We pride ourselves on our excellent pastoral care, our varied programme of enrichment and extra-curricular activities, our outstanding relationships with each student, our broad and ambitious curriculum and the cohesion within our staff team. Though our significant school development in the last 4 years, we have worked tirelessly with students, parents, staff and the wider community to build a positive, inclusive and aspirational environment for all our stakeholders.

We are looking to appoint a **Learning Support Assistant** at Court Fields School. The successful candidate will join a thriving department within our wider staff team. We value diversity and richness in our schools and welcome applications from teachers at any stage of their career. You will join a team who are absolutely focused on the ongoing development of our school and increasing the life chances of our current and future students.

On a personal note, it is a pleasure and privilege to work with our students and with our staff. This is, without doubt, the best team of people I have ever worked with. Our staff are invested in educating our young people, so that they leave us ready for the challenges of the future and equipped to make a difference in the world. We need those who join us to share these very high expectations of themselves and those they work with. I look forward to hearing from you, understanding how you can complement our team and inspire our children.

Yours sincerely

Mrs Polly Matthews
Headteacher

The Opportunity



COURT FIELDS SCHOOL

Mantle Street, Wellington, TA21 8SW

Learning Support Assistant

Full time, fixed term

Grade 14 (£23,114 to £23,893)

Actual starting salary £17,207

32.5 hours per week, 38 weeks plus 3 days per year

Part-time or Job-share considered

This is an exciting time to join a significantly improving school with a 'culture where hard work is expected', and one in which the majority of parents say their 'child is flourishing at this school' (Ofsted, 2023). As a result of increasing student numbers, and our Year 7 cohort for September 2024 being significantly oversubscribed, we are looking to expand our staff team at Court Fields School.

Court Fields' staff and students are committed to improving rapidly to be a great school where every child, regardless of background, achieves well, feels they belong to our community and fully participates in school life to develop character and the resilience to succeed.

As a Learning Support Assistant, you will be working with SEN students, including those with an EHCP, helping them to progress, achieve their targets and participate in the wider life of the school.

We are seeking individuals with an enthusiastic approach to learning, who believe they can make a difference to children who have additional needs. Our ideal candidate will be able to inspire those around them to be ambitious and use their full potential.

What you can expect from us:

- Fabulous students who are motivated and interested, keen to learn and enthusiastic
- A trusting partnership with supportive parents
- An outstanding ethos where students achieve, have a strong sense of belonging and participate in learning, enrichment and the community
- A comprehensive induction process, tailored to your role and previous experience
- A structured programme of targeted, whole school or bespoke professional development, including leadership development
- A high quality curriculum, developed across our Trust, with a commitment to a programme of school improvement
- A range of development opportunities for career progression within the Trust

- Opportunities to work with and in other schools
- Friendship, support and interaction with a vibrant and caring staff team with a commitment to improving children's lives
- Strong leadership, a culture of high expectation and clarity of strategic school development.
- The chance to be a part of a sustainable project, with a focus on high quality education, ambition for every child and supportive staff.

You will be joining an ambitious, committed and hardworking team of staff who offer amazing support, both in an academic and pastoral sense. They are relentless in their drive to make a genuine difference to and lasting impact on our young people, families and the wider community. Court Fields has been rated as a 'Good' school at a recent Ofsted inspection where 'staff morale is high' and 'pupils enjoy good relationships with staff'.

Closing date: Tuesday 22nd October 2024

Interview Date: Friday 25th October 2024

To apply for this role, please visit www.bep.ac/vacancies and complete the full online application form. We do not accept CV's.

INTERVIEWS WILL BE HELD IMMEDIATELY FOR THE RIGHT CANDIDATE SO EARLY APPLICATION IS ADVISED.

Job Description



Job Title:	Learning Support Assistant
Location:	Court Fields School
Responsible to:	SENCO
Salary Grade:	Grade 14 (£23,114 to £23,893) Actual starting salary £17,207
Hours:	32.5 hours per week, 38 weeks plus 3 days per year (part-time or job-share considered, Monday to Friday 08:15—15:15 with 30 minutes unpaid break.

Key Purpose of Job:

To provide an outstanding learning environment for pupils and staff of Court Fields School and supporting our mission 'every child achieves, belongs and participates'. Facilitate our SEN pupils to make good or better progress.

Job Purpose:

- To support specific students with a range of special educational needs, including cognition and learning, communication and interaction needs and social, emotional and mental health difficulties as well as physical and sensory needs.
- To assist in providing such students the opportunity of a full educational experience
- To assist in the process of helping such students to fulfil their personal potential and make good or better progress.
- To ensure our SEN pupils Achieve, Belong and Participate in all aspects of the school.

Responsibilities:

- To be aware of the specific difficulties and needs of the identified students, assisting in the implementation of Pupil Passports and Positive Handling Plans as appropriate
- To support the students in mainstream classes and other situations in school
- To support students during unstructured times, helping them to fully participate in activities and to plan an active part in the life of the school, such as clubs and trips
- To support students in managing their behaviour and developing their social skills, thereby enabling them to access learning
- To deliver learning to individual students and small groups, following initial support and guidance from teaching staff, school leaders, the SENCO and HLTA's
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- To keep the SENCO and Head of Year informed so that student progress can be regularly monitored and reviewed
- To liaise with the School Counsellor, Parent Family Support Advisor and representatives from other relevant external agencies in relation to specific students as necessary
- To assess, monitor and record the individual learning needs/progress of students
- To produce resources to help support learning
- Where applicable, to help prepare students placed in our early reader intervention for re-entry into mainstream classes by supporting them appropriately and liaising with relevant staff accordingly
- To liaise with parents, under guidance from the SENCO, in offering support to students
- To assist students, as needed, with personal hygiene routines, including the provision of intimate care and support such as toileting assistance, the provision of changing assistance in the event of sickness, incontinence etc.
- Subject to the provision of appropriate training, assisting with the moving and handling of students requiring such support
- To conduct other miscellaneous duties under the direction of the Headteacher or the School Business Manager

Key Tasks:

- To read all SEND documentation on Provision Map relating to the students' difficulties (EHCP's, Pupil Passports, Positive Handling Plans, SEN reviews, Thrive Assessments etc.)
- To observe and record progress of SEN pupils in class as well as on Provision Map and maintaining other records where appropriate, under the direction of the SENCO
- To listen to the students and when necessary, the parents to assist in building up an understanding of how they see the difficulties
- To support pupils to self-regulate and use Emotional Relationships (emotional literacy approaches)

Support:

- To emphasis and build on what the students *can* do, developing them to have a Growth Mindset
- To help them to organize themselves to prepare and be properly equipped for lessons
- To support as unobtrusively as possible in normal class situations
- To encourage self-confidence, independence and respect for others
- To help the students to develop coping strategies for specific problems
- Where applicable, to support and encourage students placed in the 'Achievement for All' base for re-entry into mainstream classes, liaising closely with teaching staff to facilitate the transition
- To support the SENCO and Learning Support team in implementing all relevant aspects of school policy

Monitoring:

- To monitor progress on a session-by-session basis, e.g. physical and social behaviour, classwork and homework
- To inform the SENCO, form tutor and Head of Year of any changes noted in the students situation, progress and behaviour
- To be involved in discussions with other staff, using a Problem Solution focus to support the needs of our SEN students
- To help in liaising with parents when the anxiety of the family, student or school require it. Keep in regular contact with parents of SEN students you support
- To be central to the process of regular review

Other Responsibilities:

- To undertake additional duties as required, commensurate with the level of the job
- To contribute to the effective working of the school/team
- Collaborate with teaching staff to integrate outdoor learning opportunities into various subjects as appropriate
- To lead and/or support the delivery of the Duke of Edinburgh programme within the school as appropriate to experience
- Maintain positive, professional relationships with students, parents/carers and colleagues
- Maintain a presence around the school to ensure that the highest standards of behaviour are upheld
- To participate in induction training, staff review processes and professional development opportunities
- Commit to Equal Opportunities and Anti-Discriminatory practice
- The school 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 the buildings, and 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 familiarize themselves with and adhere to all relevant policies and procedures
- The post holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at
- The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

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



Criteria	Essential	Desirable
Grade C or equivalent in English and Maths GCSE	✓	
Ability to develop successful relationships with students	✓	
An ability to work as a member of a team	✓	
Initiative and an ability to work independently	✓	
Ability to communicate with a wide range of people at all levels, including students , parents, staff and outside agencies	✓	
Excellent attendance and punctuality record	✓	
Speech and language experience	✓	
Experience of supporting children with Special Educational Needs	✓	
Experience of working in a school environment	✓	
Experience of working with young people and a genuine liking for them	✓	
An understanding of the problems which young people face	✓	
Knowledge of school MIS systems such as SIMS or Bromcom		✓
Experience of working as a classroom assistant or similar role	✓	



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools



UFFCULME PRIMARY SCHOOL



West Country
Training School Alliance





LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



