Generations of Success

THE PARK COMMUNITY SCHOOL

The Park Community School

Nestled close to the beautiful North Devon coast and at the edge of Exmoor, The Park Community School is one of two 11-16 comprehensive schools in Barnstaple. Park was opened in 1972 following the re-organisation of selective education in the town; however, the origins of the school date back to 1910, with the site housing both the Boys and Girls grammar schools. Many elements of the original buildings remain and these help to link the school to its proud and strong history.

The school currently educates 1472 students, mainly from the town of Barnstaple and outlying villages. In recent years, the popularity of the school has meant that the geographical catchment has increased, with many students now travelling some distance to join us. Most year groups are currently oversubscribed.

The school is a founding member of The Tarka Learning Partnership (TLP), an academy trust with a vision to empower young people in North Devon through learning. The Trust includes Park's main feeder primary schools - Eden Park Academy, Sticklepath Community Primary Academy, Landkey Community Primary Academy, Roundswell Community Primary Academy, Newport Community School Primary Academy, Fremington Primary School along with North Molton Primary School. TLP also includes the Devon Primary SCITT, a partner dedicated to primary school teacher training.

TLP supports Park and ensures academic rigour, collaboration and the further development of teaching and learning. Park also has strategic alliances with the North Devon Academic Board, and is a member of South West Institute for Teaching (SWIFT). This reflects a key focus of our vision and governance to ensure continual school development.

As part of the Tarka Learning Partnership we are a Safe Employer and thorough checks will be carried out as part of our commitment to Safer Recruitment. We do not accept Curriculum Vitae. Any successful candidate would be subject to a fully enhanced DBS check, and would be expected to adhere to our Safeguarding and Child Protection Policy as well as other mandatory policies. For more information please contact HR below.

Support Staff Vacancy Details

Job Title:	Learning Support Assistant
Contract Term:	Permanent
Closing date:	5th June 2023
Interview date:	w/c 5th June 2023

How to Apply

Please visit http://www.theparkschool.org.uk/working-for-us to download the relevant application form. If you would like to discuss any aspects of the vacancy in advance of applying please contact 01271 373131 or email hr@theparkschool.org.uk. Please note we do not accept Curriculum Vitae.

Job Description

Job Title: **Learning Support Assistant**

Responsible to: **SENDCo**

Work Pattern: Contracted hours 33.23 hours per week. Monday to Friday between 8.30am - 4.00pm, 39 weeks per year.

Grade: NJC Grade C Scale points 5- 7, full time salary £21,575 - £22,369. **Pro-rata actual salary £16,592 per annum.**

Principal Accountabilities:

1. To work within one of the 4 broad areas of SEN, supporting the lead HLTA in delivering an effective intervention programme.
2. Attending the welfare and personal care of pupils including those with special educational needs.
3. To take responsibility for delivering bespoke interventions to small groups or 1:1 students.
4. Assisting with the planning cycle for interventions.
5. Updating and maintaining school systems and helping to keep all relevant teaching staff informed of key information.
6. Key worker for a number of specified SEN pupils which will include regular contact with parents.
7. To support students in lessons with their learning as directed by the classroom teacher.

Shared Responsibilities with other Leadership Team members:

1. Foster community and regional Links.
2. Work to strengthen and enhance The Park Community School's values and culture.
3. Safeguarding and promoting the welfare of children and young people.
4. Create a positive behaviour culture based on kindness and empathy.
5. Work with the wider inclusion team to reduce exclusions.
6. To liaise with the SENDCo in developing an outstanding provision for students within our community.

Main Duties:

Key Function 1: Supporting the four broad areas of SEN (Cognition and Learning (C&L), Communication and Interaction(C&I), Social, Emotional and Mental Health(SEMH), Sensory and/or Physical (Sens/Phys))

1. To be allocated to one of the 4 broad areas of SEN as directed by the SENDCo and to assist the lead HLTA in delivering an effective intervention programme.
2. To work 1:1, or with a small group of students, with some of the students having special educational needs and possibly an EHCP. To focus specifically on the student needs identified by the teacher/HLTA and/or within the Plan / EHCP as required.
3. To assist with planning learning activities on a regular basis and also to deliver pre-determined learning, language, care and support programmes.
4. To implement and deliver intervention programmes enabling access to learning for pupils. This can be in class or small withdrawal groups based in the classroom or other locations.
5. To promote good behaviour, dealing promptly with incidents in line with established policy, encouraging students to take responsibility for their own behaviour.
6. To promote self-esteem and independence.
7. To administer routine assessments and undertake routine assessment of students' work as directed by the Teacher or HLTA Lead.
8. To establish constructive relationships with parents/carers, and where appropriate participate in feedback sessions with parents alongside the learning support teacher.
9. To report back to the HLTA lead/teacher as required, including feedback on students' achievement, progress, and any problems.
10. To carry out whole school tasks that support the organisation of the school, as directed by the SENDCo, Deputy SENDCo, Head Teacher or HLTA lead.

11. To assist in the preparation of materials e.g. duplicating/photocopying, making visual aids and in the efficient operation of teaching areas in the school, e.g. display work, maintaining a supportive learning environment.

Key Function 2: Record Keeping

1. To maintain/update or create meaningful pupil plans that support the development of the students in your care.
2. Liaise with parents regarding the targets set within the plans.
3. To monitor students progress against learning plans, passports, EHCP and other support plans, keeping a record, if required, of significant incidents and progress made.
4. To attend and gather relevant information for annual reviews, TAFS and other professionals meetings as necessary.

Key Function 3: Within the wider classroom and school setting

1. To use strategies, in liaison with the teacher to support students in achieving learning goals (including demanding expectations) and to monitor students' responses accurately, recording progress.
2. To attend relevant meetings as required and support the work of other professionals.
3. To assist with the supervision of students outside lesson times as required.
4. To accompany teaching staff and students on visits, trips and out of school activities as requested.
5. To contribute to the overall ethos and aims of the school and promote inclusion and acceptance of all students.
6. To attend to the welfare and personal care of students, including those with special educational needs.
7. To be aware of and comply with policies or procedures relating to Child Protection, Health and Safety, confidentiality, data protection and reporting all concerns to a relevant person.
8. To participate in the support staff appraisal process and attend relevant training courses.
9. To undertake other duties appropriate to the grading of the post as required.

This job description will be reviewed annually to reflect the plans, growth and development of the School.

Safeguarding Level B:

This post will involve working with children in regulated activities on a daily basis and therefore will be subject to an enhanced DBS check.

To be alert and active on issues relating to pupil welfare, safeguarding and child protection. To raise significant and low-level concerns, make appropriate referrals and follow up on all matters which may affect the wellbeing of a pupil.

Person Specification

We expect our staff members to role model positive behaviours for young people, be resilient and adaptive in a school with rapidly changing needs, and help promote a supportive and compassionate working environment.

Shortlisting will be ranked based on the essential criteria (set out in the table below) being evidenced where possible in your application form. Candidates who are successfully shortlisted, will be invited to an interview to explore their suitability for the job.

The Park Community School, and Tarka Learning Partnership, is a Disability Confident Committed employer. If you are disabled and meet the minimum essential criteria (highlighted), you will be guaranteed an interview. Please complete the information on Page 15 of the Application Form.

We know there is no 'perfect' candidate, so if you meet most of the criteria and feel you would be an asset to the team, we would encourage you to apply. We provide training and mentoring to give you the best opportunity to excel in your role. The table below is not exhaustive and many more personality traits and skills are required to join the team.

In addition to the interview you may be required to perform a Task and, or undergo an Observation of skills in practice. If applicable, this is indicated in the Assessment Method column below as follows:

A = Application
I= Interview Questions
T = A Task
O = An Observation
R = References

Category	Requirement	Essential (E) Desirable (D)
Qualifications	English and Maths to GCSE at Grade C or level 4	E
	Relevant level 2 qualification or above	E
	Willingness to participate in other/and or further development and training opportunities	E
	Recent training relevant to the role	D
Experience	Working successfully with students in an educational setting	E
	Delivering 1:1 or small group sessions to students with identified need	D
	The ability and/or willingness to support our first aid teams	D
Professional knowledge	Understand how students learn and develop	E
	Have a clear understanding of the importance of safeguarding and keeping children safe	E
	Have confidence and strategies to promote positive behaviour for learning	E
	Have an understanding of Special Educational Needs and Disabilities	E
Skills / Abilities / Attributes	Ability to work flexibly as part of a team appreciating and supporting the role of others in the team	E
	Promote the vision, values, and ethos of inclusion of the school	E
	Have a commitment to professional growth and development	E
	Be able to use initiative	E
	Build and maintain positive and supportive relationships with children	E