



## Job Application Pack

### **Learning Support Assistant**

APT & C Scale 4 - (£17,714pa - £19,742pa.) pro rata  
actual (£13,105pa - £14,606pa)

32.5 hours per week (term time only)

Closing Date: Monday 6<sup>th</sup> July 2015



## **Letter from the Head of School**

Welcome:

Thank you for expressing an interest in a vacancy here. On behalf of the whole Toot Hill School Community, I extend you a very warm welcome.

I am really proud to be the Head of a vibrant school where students work positively with their teachers and take advantage of the numerous opportunities to develop their talents and aspirations.

Central to our vision are exciting, engaging and inspiring lessons. The staff at Toot Hill work very hard to ensure all students enjoy their learning experiences and secure high levels of progress. It is our core belief that every student has the innate ability to succeed. For the last few years every pupil has secured 5+ A\*-C.

Our investment in staff is outstanding. Whatever the post, there is a clear professional development route map and we actively encourage leadership and risk taking at all levels.

As an Outstanding School, we are not complacent. We know that Toot Hill School can be even better, with a National and International reputation. Over the next few years we will continue to transform the school so that it becomes an even better place to shape young lives.

I look forward to welcoming you into our school community.

Ashfaq Rahman  
Head of School



## **Letter from the CEO**

Dear Candidate,

I am delighted to be able to introduce you to Toot Hill School and the tremendous opportunities this school offers the young people of Bingham.

Toot Hill School is the founder member of the Torch Academy Gateway Trust. As an outstanding school (Ofsted 2012) we aim to set the standard of all schools within our trust.

We aim to be a 'great' school with recognition both nationally and internationally for the standard of education that we secure.

Critical to this, is the appointment of dynamic and innovative staff who can bring energy and initiative to the work of the school.

This is a tremendous opportunity to make a difference to the lives of young people, and will suit an ambitious professional looking to make their mark.

Thank you for showing an interest in working at Toot Hill School, and we look forward to receiving your application.

**John Tomasevic**

CEO of the Torch Academy Gateway Trust



## **Application Details**

Thank you for your interest in the Learning Support Assistant vacancy at Toot Hill School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

## **How to Apply**

Should you wish to apply for the post, please complete and return an application form along with a covering letter addressed to Mr. Rahman, which clearly demonstrates your suitability for this role. Applications can be submitted via email to [kkelley@toothillschool.co.uk](mailto:kkelley@toothillschool.co.uk) or by post, for the attention of Mrs. Kelley (HR Manager), to the following address:

Toot Hill School  
The Banks  
Bingham  
Nottingham  
NG13 8BL

## **Application forms**

These can be downloaded from the school website [www.toothillschool.co.uk](http://www.toothillschool.co.uk). Wherever possible, please provide email addresses for your referees.

## **Closing Date**

Please ensure your application arrives by 9 a.m. on the closing date of Monday 06 July 2015.

## **Interview:**

Dates for interview have yet to be confirmed. If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

## **Safeguarding**

Toot Hill School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment.





## **Job Description – Learning Support Assistant**

### **A Planning, teaching support and pupil management to:**

Provide teaching support to allocated pupils by planning teaching with the class teacher to achieve progression of learning through:

- identifying clear learning objectives and determining how they will be supported and assessed
- assisting in the setting of tasks which challenge pupils and ensure high levels of interest
- setting appropriate and demanding expectations
- setting clear targets, building on prior attainment
- provide clear structures for lesson support maintaining pace, motivation and challenge;
- make effective use of assessment and ensure appropriate coverage of programmes of study;
- ensure effective support and best use of available time;
- monitor and intervene to ensure sound learning and discipline;
- use a variety of supporting methods to:
  - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
  - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
  - iii. select appropriate learning resources and develop study skills through library, I.C.T and other sources;
- ensure effective support so that pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own support methodology critically to improve effectiveness;
- promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. The Learning Support Assistant will need to respond to questions and generally assist pupils to undertake set activities.
- assist with the supervision of pupils out of lesson times, at lunchtime and break times and support children with interventions before and after school as appropriate.
- accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher



- help administer and supervise examinations when required

#### **Support the pupil by:**

- Undertaking the activities with either individuals or groups of children to ensure their safety and facilitate their physical, emotional and educational development;
- Working to establish a supportive relationship with the children and parents concerned;
- Encouraging acceptance and inclusion of the child with special needs;
- Promoting and reinforcing the child's self-esteem;
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

#### **Support the Teacher by:**

- Supporting teaching staff in the carrying out of home visits;
- Assisting the teaching staff in the smooth transition between educational phases;

#### **B Monitoring, assessment, recording, reporting – to:**

- assess how well learning objectives have been achieved and use them to improve specific aspects of learning support;
- monitor pupils' work and set targets for progress;
- assess and record pupils progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents;

#### **C Other professional requirements – to:**

- have a working knowledge of teaching assistants' professional duties and legal liabilities
- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate;
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school



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- take responsibility for their own professional development and duties in relation to school policies and practices
- prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- liaise effectively with parents/carers and governors
- take on any additional responsibilities which might from time to time be determined
- attend and participate in relevant meetings as required
- participate in training and other learning activities and performance development as required



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## Person Specification – Learning Support Assistant

Factor	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• 5+ A*-C including English and Maths or equivalent</li> <li>• Educated to A level or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• A Degree</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of providing support to young people with additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with pupils in an education setting.</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Effective time management skills</li> <li>• Ability to prioritise tasks</li> <li>• Adaptable approach to work and confidence to respond and deal with unanticipated problems</li> <li>• Ability to work effectively as part of a team and a willingness to support others</li> <li>• Capability to work independently and use own initiative as and when required</li> <li>• An understanding of children with additional needs.</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Outstanding communication skills</li> <li>• Approachable</li> <li>• Ability to remain calm in stressful situations</li> <li>• Ability to establish good working relationships with teaching staff and pupils.</li> <li>• Reliable and punctual</li> <li>• A commitment to safeguarding and promoting the welfare of young people</li> </ul>	





## **Department Information – Learning Support**

### **The Teaching Area**

Learning Support is situated in the very centre of school and has a PC room with Interactive Whiteboard, 2 small offices and 3 intervention rooms along with the SENCOs office. It is open all day; before school, after school, break times and lunch times and during lesson time. There is a kitchen and disabled access toilet. We are regularly used for small group and 1-1 intervention. It is a safe haven for the more vulnerable students at school.

### **The Curriculum**

Below are some of the things Learning Support offers:

- One-to-one interventions for reading and spelling.
- Some students may come out to complete small group work during lesson time with a TA or CLA.
- Students who are struggling in lessons may come to Learning Support for extra support, either academically or socially.
- Tea and Toast runs every morning to provide students who may not receive a substantial breakfast with tea and toast.
- Break times and lunch times are staffed by the Learning Support Department so that students have a safe place to go and can meet friends.
- In class support is provided by TAs and CLAs where they assist the teacher with ensuring students make progress in lessons.
- Aim Award lessons are taught by a TA at KS4.
- Access Arrangements are provided for students who need additional support.



## **Overview of the Trust**

The Torch Academy Gateway Trust is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust Group is committed to providing high quality education to all our students, regardless of their backgrounds. Our track record demonstrates our ability to deliver our core goal: achievement for every child. Our portfolio of schools covers both secondary and primary phases, working in a range of contexts.

Our values are central to the positive ethos that we develop throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities.

We believe nothing is more important than making a difference to children

## **Overview of the School**

### **Ethos**

Toot Hill School has a very clear and distinctive ethos. We believe that through continually reviewing and reflecting upon every aspect of our work we provide students with the very best educational opportunities.

We encourage staff to be creative, independent and ambitious. We expect them to challenge and inspire our students, providing them with the motivation and support necessary to achieve their full potential.

We value commitment, independence and courtesy from all our students. We demand the very highest standards from our pupils and in return we value and respect their ideas and opinions. Through our Student Ambassadors and the Student Voice Committee, pupils at Toot Hill School have an active and important role in developing and improving their school.

### **To summarise**

- We have high expectations of students and staff
- We believe every student can succeed
- We ensure barriers to learning are challenged and overcome
- We expect teaching to be well planned, varied and stimulating
- We expect learning to be active, focused, social and engaging
- We insist on high standards of behaviour at all times



## **Achievement**

At Toot Hill School we believe that examination success allows our students to make the very most of their lives and student achievement is at the very heart of everything we do.

We have developed a curriculum designed to challenge and engage students, offering them the very best preparation for examination success and the skills and confidence required to make full use of those qualifications.

Exciting, engaging and inspiring lessons lie at the centre of our curriculum and as a school we constantly strive to provide your child with the very best educational experiences.

Should a student require additional support Toot Hill provides a range of support services that will ensure every student's success, whatever their individual educational needs.

Examination results provide a good indication of how well a school is serving its students. In 2014, we secured our best ever set of GCSE results with 84% of all students in Year 11 gaining 5 or more GCSE grades A\*-C including English and Mathematics.

At Key Stage 5, Toot Hill College has an excellent track record with over 100% of students achieving A\* to E. Students regularly secure places at Oxford, Cambridge, Russell Group Universities, Higher Education colleges and employment.

## **Pastoral**

At Toot Hill we pride ourselves on the quality of care, guidance and support given to individual pupils. At the core of this provision is a year system led by a Head of Year and supported by the Achievement Co-ordinator, Tutors, Student Welfare and Learning Support teams.

This system provides students with the care they need whilst allowing them to nurture friendships and develop a strong sense of community.

Tutors play an active role in ensuring that students are happy, well supported and fully engaged in school life and serve as the first point of contact between school and home. There are regular updates of pupils' progress through termly reports, online data, twice yearly parent consultation days and a Parents' Evening.

Students progress through Toot Hill School their attainment and well-being is closely monitored, ensuring that they are recognised and rewarded when they succeed but also supported when things are more challenging.

Toot Hill is a very caring community and the health, happiness and well-being of students underpins our overall ethos and philosophy.



## **Curriculum**

Our curriculum follows National Curriculum guidelines and aims to provide a broad and balanced learning experience for all.

At Key Stage 3 our two-year programme covers all the National Curriculum subjects. Students are taught in ability groups in the majority of subjects.

During our three year Key Stage 4 programme all students study the English Baccalaureate core subjects of English, Mathematics, Science, a Modern Foreign language and a humanities subject such as Geography or History.

A wide range of option subjects including visual and performing arts, technology, sports and ICT courses supplement the core curriculum. We expect all our students to achieve at least 8 passes at grades A\*-C including the English Baccalaureate subjects.

Toot Hill College offers a range of pathways for students to continue learning with us during Key Stage 5 (16 - 18 years). We pride ourselves on our A Level provision and promote the highest aspirations for all our students.

## **Extra-Curricular**

Extra-curricular opportunities are an essential part of providing a balanced and exciting range of experiences in school. At Toot Hill the after-school 'Extra' programme provides students with an impressive range of courses and sessions most nights of the week.

Opportunities include Ancient History, Science, Mathematics, Latin, Cooking, Critical Thinking and a comprehensive range of sporting activities including football, hockey, netball, rugby, cross country, tennis and athletics are also available. Toot Hill students regularly compete at county level and our sports teams have a strong tradition of success.

Students' extra-curricular achievements are recorded and celebrated through our Torches award scheme. This programme allows students to build up a portfolio of their achievements throughout their time at Toot Hill School; essential for successful applications to university, college or work.

Music is very much at the heart of Toot Hill School and we encourage students to take up or continue playing a musical instrument. There are regular concerts and workshops where students can demonstrate and develop their performance skills.

The Performing Arts also take a leading role in school life with regular Drama productions allowing all students to fully explore their creativity.

In addition there are regular opportunities to travel including a Year 8 residential and international educational visits. In recent years Toot Hill students have travelled to France, Germany and Africa.



## **Student Voice**

Student voice is active within the school with each year group choosing student representatives that meet through year councils and the college running a student's union format.

There are additional opportunities for students to be leaders through the Ambassador and Diplomat Program and all subjects have student representatives.

Students are involved in all aspects of school life and contribute to the interview process for new staff and assist at school open evenings. They have also delivered feedback to staff on aspects of teaching and learning, such as marking.

A new structure is being introduced next year with the college student's union and committee format being adopted across the school to ensure greater participation and encourage student responsibility and independence.

## **Safeguarding and Child Protection**

The Trust and all its schools are committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. All new staff within the Trust will be subject to an enhanced DBS check.

Each school in the Trust has a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.