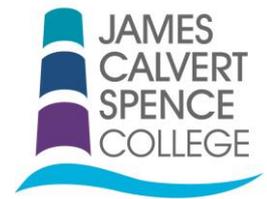


NAVIGATE ILLUMINATE SHELTER



# LEARNING SUPPORT PARTNER

CANDIDATE INFORMATION PACK

## Executive Headteacher's welcome

Thank you for your interest in this opportunity to join us at James Calvert Spence College.

It's my great pleasure to welcome you to James Calvert Spence College, a 9-19 through school that welcome students from Y5 through to Sixth Form. We're a relatively small, friendly school that is in the heart of its community, spread across two sites in Amble, on the beautiful Northumberland coastline.

Years 5 to 7 are taught on our lower school site, and, unlike many primary schools, we have fully equipped and dedicated science laboratories, an enviable Design Technology workshop, Food kitchen, Art studio, ICT suite and PE facilities that our students take advantage of to enhance their learning.

Years 8 to 13 are taught on the upper school site and benefit from a fabulous array of facilities including an art, fashion and DT suite; PE facilities including generous playing fields, tennis courts, a running track, dance studio, sports hall and climbing wall; and well-equipped classrooms and science laboratories.

We have high aspirations for all of our students – we expect them to show determination and a desire to achieve highly and, in return, we offer them unwavering support throughout their years with us. In Key Stage 4 and the Sixth Form, we offer a wide range of GCSE and A-Level courses to make sure that there is a relevant pathway into Higher Education, further training or employment for everyone.

JCSC has improved considerably over the last few years with excellent A-level results and rapidly rising GCSE outcomes. In 2019 [the last year of exams before covid] we celebrated our best ever set of GCSE results – a key measure that had improved each year for three consecutive years. In that same year, our A-level results were up there with the very best in Northumberland and we were the highest performing school in the county for the highly academic measure of AAB+ with at least two facilitating subjects.

The staff and governors of the school are committed to its continuing development and improvement, to ensure that it provides education of the highest quality for all students. It's a great place to work or study – feel free to contact us and arrange a visit if you'd like to experience all JCSC has to offer first hand.

I hope that the information within this pack will encourage you to apply for this opportunity. If you would like an informal discussion about the posts then please contact Amy Crawley, Business Manager on 01665 710636.

Yours faithfully



NEIL RODGERS  
Executive Headteacher

## Our vision and values

Our vision and values are simple: we navigate, we illuminate and we shelter.

### HOW WE NAVIGATE

We trust and empower our staff to make the right decisions. We all know what we are accountable for, and we stick to the rules. We don't seek to blame, but to learn. We are fair and ethical, gaining the respect of others through acting with integrity. We work at pace, but collaboratively, building effective relationships. We promote simplicity, innovation and learning to get the best results.

### HOW WE ILLUMINATE

We exceed people's expectations with our can-do attitude. We encourage and listen to others' views, needs and suggestions. We are imaginative about better ways of delivering services and work together to achieve the best results. We exhibit and encourage a sense of pride in the achievement of our personal, team and organisational goals.

### HOW WE SHELTER

We provide clarity of expectation of behaviours and how these behaviours create a positive, open and honest environment. We support the diversity of teams and trust others to fulfil their responsibilities. We build and maintain relationships with each other, students, parents and the wider community and encourage others to do the same.

### AIMS

We firmly believe in the potential of every single student and that everyone is capable of achieving great things. We want our students to leave us well qualified, well rounded and confident. Students will be ready to go out into the world and make the most of every opportunity. This is reflected in our vision and values and is demonstrated in the way we work with our young people.

We aim to:

- Deliver excellence in teaching and learning
- Challenge and inspire students to achieve academic success
- Provide students with excellent facilities, experiences and an overall stimulating learning environment
- Commit to the all-round development of every student
- Help students to acquire the social skills, knowledge and understanding needed for future success
- Provide dedicated and supportive pastoral care
- Work in partnership with the local community.

## Perks of the job

We are a maintained school within Northumberland County Council. Located just 30 miles from Newcastle City Centre, you have an enviable journey to work each day. Traffic? Not on the country roads of Northumberland! You will have the opportunity to work in one of the most beautiful areas of the UK: the picturesque fishing village of Amble, the historic village of Warkworth and its castle to the north and an area of outstanding national beauty at Druridge Bay.

We offer staff many perks of the job. Staff requiring IT access to do their job are provided with a laptop with five licences of the full Microsoft Office suite that can be installed on multiple PCs, Macs or iPads at home. All staff can opt into flexible benefits such as tax-free childcare vouchers or bicycles on the Cycle to Work scheme. Support staff are also eligible to join a salary sacrifice scheme for a lease car, payable through your salary each month and saving on tax again.

With approximately 750 students on roll, we are a relatively small school but what we lack in size we make up for in other ways. We have a friendly staff body who all know and care about the children; the pastoral care and support for students and each other is humbling. We also have a vibrant staff social committee!

We feel strongly that Continuous Professional Learning and training is key to success and offer excellent opportunities for professional development. If successful, we will support you to be your very best.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share the commitment. If you are successful, we need you to have an Enhanced Disclosure Check through the Disclosure and Barring Service which we'll pay for.

Join us and be part of an organisation that is always looking for ways to improve or do things differently so we can make a real difference for our students every single day.

## Learning Support Partner

32.5 hours per week (term time plus 5 days), permanent

Band 3: £19,312 – 19,698 (pro rata)

### **We Navigate. We Illuminate. We Shelter.**

Our team is growing! As a result of learning needs identified within student cohorts next year, we are recruiting two additional Learning Support Partners (LSPs) to join the existing friendly and supportive SEN team.

Commencing in September, the main duties include working under the direction of the teacher to support individual, or small groups of children in reaching their specific educational or behavioural targets.

Often referred to as Teaching Assistant or Learning Support Assistant, at JCSC we recognise the vital and valued work undertaken and have named the role 'Learning Support Partner', which we believe more accurately reflects the direct impact your work will have on our students, their learning and their futures.

The successful candidates will be able to work independently with individuals, small groups or within a whole class as required; have the ability to use initiative and apply effective problem-solving skills; be able to work as a member of a team; and sensitively understand the needs of children and their families.

Typical work includes:

- Support for teaching and learning
- Delivery of intervention programmes to small groups
- Preparation of the learning environment
- Maintaining pupil records
- Upholding the rules of the school/classroom

In return, this rewarding position offers good prospects for in-school development and progression - former LSPs have moved on to Pastoral Support Officer and Assistant SENDCO roles within JCSC – and also offers practical experience for anyone considering a career in teaching. Our LSPs benefit from participation in weekly staff CPD alongside teaching staff and benefit from the guidance of the county's lead SENCO, who also happens to be Assistant Headteacher and SENCO here at JCSC. Training is provided on topics including Safeguarding & Child Protection and Emergency First Aid at Work; there are also many opportunities for self-led learning, including online IT courses.

Experience working within education is welcome but not essential - it is more important that you are an empathetic individual who is passionate about education and helping students to overcome barriers to learning. If you can support, motivate and inspire our students to get the most out of their time at JCSC, we want to hear from you!

Our Learning Support Partners typically work 32.5 hours equally spread evenly over 5 days with some after school time on Wednesdays to accommodate continual professional learning time. However, we will also consider applications from candidates who wish to job share or work reduced hours.

We are committed to safeguarding and promoting the welfare of children and young people. It is essential that all staff and volunteers share this commitment. You can view our policy for Safeguarding and Child protection [here](#). An enhanced criminal records check from the Disclosure and Barring Service is required for all posts.

Further details about the school and vacancy can be obtained from [www.jcsc.co.uk](http://www.jcsc.co.uk) or by emailing [jjohnson01@jcsc.co.uk](mailto:jjohnson01@jcsc.co.uk), Assistant Headteacher – Teaching & Learning and SENCO.

Interested in applying?

Completed application forms should be submitted by email to Linda Gordon, Business Support Officer, at [lgordon01@jcsc.co.uk](mailto:lgordon01@jcsc.co.uk).

The closing date for applications is noon on Friday 17 June. Interviews will take place week commencing Monday 20 June.

## JOB DESCRIPTION

<b>Post Title: Learning Support Partner</b>	<b>Director/Service/Sector:</b> Children's Services		<b>Office Use</b>
<b>Band: 3</b>	<b>Workplace: James Calvert Spence College</b>		JE ref: SG17
<b>Responsible to: SENDCO</b>	<b>Date:</b>	<b>Manager Level:</b>	HRMS ref:
<b>Job Purpose:</b> To work under the guidance of teaching/senior staff to support access to learning for pupils and provide general support to the teacher in the management of pupils. Work may be carried out in the classroom or outside the normal teaching area.			
<b>Resources</b>	Staff	Not Applicable	
	Finance	Not Applicable	
	Physical	Shared responsibility for Classroom equipment and materials.	
	Clients	Relevant School pupils.	
<b>Duties and key result areas:</b>			
<b>Support for Pupils</b>			
<ol style="list-style-type: none"> <li>1. Attend to the personal needs of pupils including the implementation of personal learning programmes that may include social, health, physical, hygiene and welfare objectives.</li> <li>2. Supervise and support children in their access of learning.</li> <li>3. Establish good relationships with pupils, acting as a role model and responding to the needs of each individual child.</li> <li>4. To actively promote inclusive practice within the classroom setting to ensure acceptance of all children.</li> <li>5. Encourage and support children to play and interact with one another.</li> <li>6. Encourage and support children to engage and participate in learning activities lead by the class teacher.</li> <li>7. To have high expectations that inspire and enable children to act independently and build self-esteem.</li> <li>8. Provide feedback to pupils in relation to progress and achievement under the guidance of the class teacher.</li> </ol>			
<b>Support for the Teacher</b>			
<ol style="list-style-type: none"> <li>1. Create and maintain a purposeful and orderly learning environment in line with lesson planning as provided by the supervising teacher.</li> <li>2. Assist the supervising teacher with the planning of learning activities.</li> <li>3. As directed by the class teacher: <ul style="list-style-type: none"> <li>• Prepare and maintain learning environments and resources</li> <li>• Assist with the display of pupils' work</li> </ul> </li> <li>4. Report to the classroom teacher, as agreed, on: <ul style="list-style-type: none"> <li>• Pupil concerns</li> <li>• Pupil progress</li> <li>• Pupil achievements</li> </ul> </li> </ol>			

5. Undertake the maintenance of pupils' records as directed by the SENDCO.
6. Support the teacher in the management of pupil behaviour.
7. Gather information from parents and carers as directed by the class teacher/ SENDCO.
8. Establish constructive relationships with parents and carers.
9. Administer routine tests and invigilate exams.
10. Undertake the routine marking of pupils' work e.g. routine spelling tests, routine maths tests etc.
11. Provide the classroom teacher with clerical and admin support, particularly:
  - Undertaking bulk photocopying
  - Word processing
  - Filing
  - Administer course work

### **Support for the Curriculum**

1. Undertake structured and agreed teaching programmes, adjusting activities according to pupil responses.
2. Help pupils to understand instructions
3. Support pupil learning with respect to all of the local and national learning strategies
4. Support pupils in their use of ICT as directed by the class teacher
5. Prepare and maintain equipment and resources required to meet learning activities and assist pupils in their use.

### **Support for the School**

1. Comply with all school policies relating to:
  - Health and Safety
  - Equal Opportunities
  - Child Protection
  - Confidentiality and data protection.
2. Work in such a way as to promote the ethos and vision of the school.
3. Participate in training and development, and activities that contribute to the management of performance.
4. Assist with the management of pupils outside the classroom e.g. lunch times and outside the school e.g. school trips, as directed by the teaching/senior staff.
5. To undertake other duties and responsibilities as required commensurate with the grade of the post.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. You are therefore under a duty to use the school's procedures to report any concerns you may have regarding the safety or well-being of any child or young person.

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

**Work Arrangements**

Transport requirements:  
Working patterns:  
Working conditions:

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## PERSON SPECIFICATION

<b>Post Title:</b> Learning Support Partner	<b>Director/Service/Sector:</b> Children's Services	<b>Ref:</b> SG17
<b>Essential</b>	<b>Desirable</b>	<b>Assess by</b>
<b>Knowledge and Qualifications</b>		
Good numeracy and literacy skills NVQ 2 for teaching Assistants or equivalent qualifications	Completion of DfE Teaching Assistant Induction Programme	(a), (i)
<b>Experience</b>		
Working with or caring for children of the relevant age		(a), (i)
<b>Skills and competencies</b>		
Good ICT skills and ability to use other types of learning technology: <ul style="list-style-type: none"> <li>• Photocopying</li> <li>• Whiteboards</li> <li>• Digital Media</li> </ul> Understanding of codes of practice and recent relevant education Basic understanding of child development Can work as a member of a team, understanding their role in the classroom and associated responsibilities. Appropriate first aid knowledge	CLAIT/ECDL Level 1  Knowledge of restraint techniques.	(a), (i),  (r)
<b>Other</b>		
Willingness to participate in training and personal development		(i)

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits