



CANDIDATE INFORMATION BROCHURE

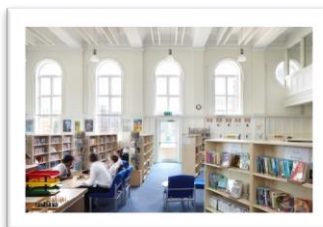


Richmond Park
Academy
To make our best better



Academies
Enterprise Trust
To make our best better

To inspire young people to make their best better



August 2017

Dear Candidate

Welcome to Richmond Park Academy and thank you for your interest in our school. Richmond Park Academy, a co-educational secondary school in Richmond upon Thames, opened in September 2010 and is part of Academies Enterprise Trust (AET), the largest nationwide, multi academy sponsor in the country.

AET are a national network of 64 primary, special and secondary academies. We are passionately committed to inspiring children and young people. We firmly believe that all young people deserve to become world class learners - to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.

Richmond Park Academy recently enjoyed a £10m refurbishment and has an exciting future. This appointment represents a great opportunity to secure positive outcomes for our learners.

If you share our vision and values then we would be very excited to hear from you.

Yours faithfully

Paul Mundy-Castle
Principal

Richmond Park Academy

Richmond Park Academy (RPA) is situated in East Sheen, close to Richmond Park, which is the largest of the capital's eight Royal Parks and the biggest enclosed space in London. Richmond, Kingston and the West End are all between 15 and 30 minutes journey from the school and our proximity to central London means that students can benefit enormously from the vast range of social, cultural, sporting and academic opportunities that we are able to access. Our student body is diverse, exciting, and talented - and the same is true of our staff. We put huge emphasis on professional development, much of it in-house, and are proud of the high number of good and outstanding teachers who work in our school. We are also noted for our 'can do' attitude. We are keen, always, to encourage new and/or young staff to make their mark as soon as they are ready.

Many targets have been achieved on the road to achieving our goal of becoming the preferred secondary school choice in our local area. Incoming cohorts are now at healthy numbers and forecast results for upcoming years are looking strong. We are looking to deliver consistent results that accurately reflect the skills and commitment of teachers and students alike and we want those results to ensure that RPA becomes the school of choice for all local parents. Many in this affluent area take the independent route. Our challenge is to compete and deliver a compelling alternative.

The school completed a £10m rebuild and refurbishment programme, including the introduction of a 6th form, in 2014. Our Year 7 base, the Acorn, is innovative and very effective in ensuring a smooth transition for Year 7s into the academy. Our 2012 Ofsted reported that we were a "good" school in all categories. The inspector wrote: "Leaders and managers share a commitment to drive up standards, provide a broad and sturdy foundation for students' future well-being and establish the academy as the school of choice within its locality."

For us, balance is key. Students are encouraged to participate in as many different activities as possible and make the most out of their time with us. We are very proud of our extensive and free extra-curricular activities which are challenging, varied but inclusive. The wide range of student backgrounds - socio-economic, ethnic and academic - is a reason for the schools investment in spiritual, moral, social and cultural development (SMSC) and extra curricular opportunities. We consider this approach to be a huge strength of the school. Those considering higher education have frequent opportunities to visit a range of redbrick and Russell Group universities. In addition, whilst we are focused on good behaviour and standards we are also a happy school. A core part of our ethos, encapsulated in our RPA pledge, is kindness. This is a fundamental part of our teaching. RPA sends kind and well educated young people out to further education or the world of work and we are proud of that balance.

If you would like to be a part of our journey, please visit our website for more information and details of how to apply.



Job Description

Job Title: **Learning Support Assistant (Social, Emotional and Mental Health)**

Reports to: **SENCO**

Purpose of the Role:

To provide an efficient and high quality support service to all students at the Academy and champion teaching strategies for students with 'Social, Emotional and Mental Health' SEN.

Responsibilities:

Principal Accountabilities

- To promote the inclusion of all students.
- To support the development of basic skills especially with students with 'Social, Emotional and Mental Health' SEN.
- In liaison with the class teacher to work with students to target identified learning needs.
- To provide practical support in the classroom to students who have recognised learning needs, supporting them to achieve their potential.
- To work with subject teachers to ensure lesson materials are used effectively in order for students to make the expected progress towards their target levels.
- To promote whole school strategies to support students with 'Social, Emotional and Mental Health' SEN.

Duties

- To develop an understanding of the learning needs of students and use this knowledge to support them to become independent learners in the classroom.
- To take into account a student's learning needs and ensure their access to the lesson and its content through appropriate clarification, explanations, and use of equipment and materials.
- To develop the study and organisational skills of students, enabling them to remain focused in lessons and be able to execute tasks effectively.
- To monitor students' responses to learning activities and progress towards targets, record achievement and feedback to teachers and the SENCo as required. Assist in the implementation and tracking of student targets.
- To provide support for student's emotional and social needs by encouraging and modelling positive behaviour and demonstrating high expectations, in line with the Academies' Behaviour policy.
- To assist with the general pastoral care of the students, and be assigned as a co-tutor to work with a form group.

- To be aware of and comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To contribute to the review of academy policies as appropriate.
- To accompany teaching staff and students on visits, trips and out of school activities as required.
- To attend and participate in relevant meetings
- To devise and develop whole school strategies to support students with 'Social, Emotional and Mental Health' SEN.
- To lead and champion whole school strategies to support students with 'Social, Emotional and Mental Health' SEN.

General

- To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- Ensure that all duties and services provided are in accordance with the Academy's Equal Opportunities Policy

The post-holder is also required to undertake such other duties and training as may be required by or on behalf of Academies Enterprise Trust provided that they are consistent with the nature of the post.

This job description is a guide to the duties the post holder will be expected to undertake. It is not intended to be exhaustive or exclusive and will be subject to change as working requirements dictate and to meet the organisational requirements of Academies Enterprise Trust.

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the Academies Enterprise Trust at the reasonable discretion of the Principal.
5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
6. Postholder may deal with sensitive material and should maintain confidentiality in all Academy related matter

Recruitment and Selection Policy Statement

The Academy's governing body committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Person Specification

| General heading | Detail | Essential | Desirable |
|----------------------------------|---|--|-----------|
| Qualifications | Qualifications required for the role | Teaching Assistant Level 2 GCSE English & Maths Grade A* - C or equivalent | |
| Knowledge/ Experience | Specific knowledge/ experience required for the role | Experience of basic administrative and clerical process and procedures | |
| | | Working with young people with 'Social, Emotional and Mental Health' SEN | |
| | | Working with students with special needs and/or learning disabilities | |
| | | Numeracy – Basic level numerical experience | |
| | | Technology – Knowledge and experience of using IT packages i.e. Microsoft Word, Excel, Outlook, SIMS | |
| Skills | Responsibility | Confidentiality – Comprehensive understanding of confidentiality issues within a school environment | |
| | General | Equalities – A commitment to and understanding of equal opportunities and the ability to implement this across all areas of work. To understand and support the differences in people. | |

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|---------------------------------|---------------------|---|---|
| | | Health & Safety – An understanding of Health and Safety in the workplace and how this applies | |
| | | Continuous Professional Development – Commitment to increasing own learning and development | |
| | Working with others | Relationships – Experience of forming appropriate and productive relationships with students, staff and parents | Ability to establish and maintain good working relationships with external agencies and partners. |
| | | Team work – Proven experience of effective team and independent working | |
| | Communication | Written – Ability to record basic information and undertake written tasks as required | |
| | | Verbal – Experience of exchanging information clearly in person and by telephone. Ability to deal with situations in a sensitive manner both in person and by telephone | |
| Personal Characteristics | Behaviours | A positive ‘can do’ attitude A relentless drive for improving the outcomes of students | |
| Special Requirements | | Successful candidate will be subject to an enhanced Disclosure and Barring Service Check Right to work in the UK Evidence of a commitment to promoting | |

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|--|--|---|--|
| | | the welfare and safeguarding of children and young people | |
| | | Ability to travel as required | |

Academies Enterprise Trust is the largest Academy Partnership in the United Kingdom, with 66 schools (Primary, Secondary and Special) across England.

We believe that all young people deserve to become world class learners – to learn, enjoy, succeed and thrive in a world class educational environment, which has the best facilities, the best teaching and the most up to date resources available to them.

Our vision is to help students achieve world class learning outcomes by developing world class teachers in a world class community.



Ethos Statement

Every young person deserves the opportunity to have a life that can be described as 'good quality', free from fear and danger, where they can give and receive respect to and from others with a sense of well-being, belonging, worth and achievement.

AET academies will become High Performing Organisations and, therefore, must be the:

- Education provider of choice for students.
- Employer of choice for staff.
- Investment of choice for parents.

Values and Beliefs

Through our actions and behaviours we will strive to develop young people who:

- Respect themselves and the community (people, property and the environment), and seek to have a positive impact on society;
- Are polite, calm, caring, honest, trustworthy and helpful;
- Are responsible, independent and supportive of each other;
- Are tolerant, open minded and not prejudiced;
- Are determined and have a strong work ethic;
- Will be thoughtful and compassionate with the ability to listen and challenge in a considerate fashion;
- Have good communication skills;
- Offer themselves as good role models for future generations of learners and citizens;
- Can demonstrate strong self-belief and confidence and have high aspirations;
- Are team players who can work and support others, and where necessary are able to take on leadership roles.

Learning and Development

We welcome colleagues who drive their own professional development and who consider themselves lifelong learners. To encourage this we offer a professional learning journey which can be tailored to your individual needs. We provide experiences, social learning and formal programmes that will enable you to develop new skills, and to work, collaborate, learn and develop with colleagues across our large network.

Your journey will be accessible through the knowledge exchange to enable you to be responsible for your own learning and development. You will have to access to the market place, resources and online communities to share good practice and be part of the vast learning opportunities across our network .

We are the largest network of academies in England allowing you to develop your skills, knowledge and expertise in a variety of different settings and locations across the country.

Our journey is designed to create a clear career pathway from induction, to statutory/core development, supporting further development, talent management and career progression. We will support you in achieving excellence together and stretch your learning and development to have greatest impact across our network.



Google Education

Google Education is an exciting and innovative way of learning, introducing easy tools to engage students whenever, wherever on any device!

In summer 2012, AET adopted G Suite for Education, the free web-based communication and collaboration suite available to education establishments.

With products including Gmail, Google Calendar, Google Drive, Google Sites and Google Classroom, AET recognised the potential it would bring to classroom learning, knowledge sharing across the academies, improvements in administrative efficiency and providing access from home for all.

This enables all our students and staff to have access to the most up-to-date technology. Our academies have also rolled out many class sets of Google Chromebooks, affordable browser-based laptops that provide quick, simple access to the web!

Google in Education



A New and Open World for Learning

Staff Benefits



Career Development

- Apprenticeships
- Financial Support towards achieving further Qualifications
- Leadership Programmes
- Progression Opportunities
- Teacher Training Programmes

Family Friendly

- Childcare vouchers – If you are using registered or approved childcare, you can choose to take part of your salary in childcare vouchers to pay for it which are Tax and National Insurance free. This means you get extra value from your pay packet each month.

Financial

- JTRS Apple Product Store–Employees, students and families are eligible to purchase a range of Apple products at preferential terms.
- EAG Essex Auto Group –Employees are eligible to receive preferential terms on the purchase of new vehicles within the EAG range of vehicle bands they offer. EAG also offer vehicle servicing and repairs, and hold an agency with Motability for those who require a vehicle to their specific disability needs.
- Pension

Health and Wellbeing

- Hi-Tec Sport – Hi-Tec offer staff, students, and parents of the Group a discount on all footwear purchased directly from Hi-Tec via its online store.
- Westfield Health – The Group has enjoyed a business partnership with Westfield Health since 2008, which offers an opportunity to obtain cash back for eligible employee's routine health needs. The scheme provides an excellent range of benefits for you and your dependent children.

Academies Enterprise Trust, Safe Recruitment Procedure

Academies Enterprise Trust is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants.

Disclosure and Barring Service

A Disclosure and Barring Service Certificate will be required for all posts.

Shortlisting

Only those candidates meeting the right criteria will be short listed.

Interview

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference Checking

References from the previous and current employer will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 3 months). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy/trust with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with pupils.

Equal Opportunities

Academies Enterprise Trust recognises the value of, and seeks to achieve, a diverse workforce which includes people from differing backgrounds with different skills and abilities. AET takes positive steps to create an employment culture through its Board of Governors, managers and other employees, in which people can feel confident of being treated with fairness, dignity and tolerance irrespective of their individual differences. This commitment extends beyond the relationship between and conduct of employees and potential employees, to the whole community and others connected with it. AET is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Data Protection

Personal data provided on your application, and for equal opportunities monitoring, is required to enable Academies Enterprise Trust to operate and monitor its recruitment and employment procedures. Data is kept secure and accurate, and disclosure is restricted to those people within the organisation who have a need to access it. Personal data supplied by you is destroyed within prescribed time limits, unless you are appointed, in which case the data you have supplied will form the basis for your individual staff record.