



Royal Wootton Bassett Academy

RECRUITMENT PACK



A global school in a local community
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ASCEND
LEARNING TRUST

About the Ascend Learning Trust

The Ascend Learning Trust formed in 2017 and is a successful Trust with seven schools geographically spread across Wiltshire and Swindon.

The values of Compassion, Respect and Ambition are those which are essential in the Ascend Learning Trust and we are dedicated to ensuring every pupil achieves above and beyond their potential with secure and enduring relationships with and within each Academy in the Trust.

We offer Compassion – to understand and recognise the needs of the many members and stakeholders of each Academy whose lives will be enhanced and enlightened through their experiences in and out of the classroom.

We seek and offer Respect for the traditions, knowledge and experiences gained over many years in our Academies through developing and supporting both staff as they progress their careers in school and pupils on leaving school.

We seek and hold Ambition for our Ascend Learning Trust community for the future, its economic development, its safety, its ability to thrive, to be a great place to learn and to work and to have a vibrant educational community with amenities for all age groups.

As a member of our staff you will share our values of **Compassion, Respect and Ambition** working to achieve our shared mission of offering **Excellence for All**.

Each Academy and its staff seek to strengthen each other, sharing good practice and building capacity whilst maintaining its own identity and working with its own community.

We encourage applications from strong individuals who are passionate about providing opportunities for young people in our community, if you have the vision, energy and determination we welcome an application to join our Trust.

Work for Us

As well as our commitment to staff development opportunities we also offer a wide range of services which support your employment journey with us, these include:

Professional Development

The North Wiltshire School Centred Initial Teacher Training is part of our Trust training new entrants to the profession. We lead a Challenge Partner Hub of around 30 schools and are 1 of only 13 Designated OLEVI Centres in the country.

The aim is for our offer and indeed entitlement for staff to receive the very best possible opportunity. Investing in our staff is investing in our future. The structures on offer will focus on professional learning and look at highly effective strategies that work in the classroom. In addition, there will be a thematic approach to your development so that you can choose the most appropriate areas for your development. These themes will focus on Teaching and

Learning, Leadership, and Coaching and Communication, and can either be taken in isolation or combined to increase your overall level of practice.

Benefits

We also offer an excellent staff benefit package which include discounts on high street stores, restaurants, cinemas and gyms as well as having a wellbeing hub and a cycle to work scheme. Examples of great discounts currently on offer include:

- 10% off Eyewear
- 20% off Gym Membership
- 25% off monthly subscription to online gym memberships
- Hundreds of offers and discounts and cashback on local and national stores
- On site flu vaccinations
- Teachers and Wiltshire Pension scheme
- Generous annual leave for support staff up to 30 days (+ 8 bank holidays per year)

Wellbeing

We are committed to ensuring all staff have a safe environment to work in and we promote good health and wellbeing. As a signatory of Carefirst we are committed to reducing the stigma attached to mental health and work with schools to develop a strategy for wellbeing for each school. **This includes:**

- Developing a wellbeing statement which focuses on the commitment to support staff health and wellbeing,
- Providing opportunities to ensure there is a trained mental health first aider in each school,
- Supporting staff through a dedicated EAP which offers counselling, CBT courses and advice and guidance to all staff,
- Offering OH support to ensure staff are supported when required,

Welcome, from the Head

Dear Applicant

Thank you for your interest in joining our exceptional school. I believe it is exceptional in so many ways and I hope that you gain an understanding of us from our website, or from visiting us. Belonging to the Ascend Learning Trust, we value the following Trust statement **“Through a sense of ownership of purpose, value and beliefs, students in the Trust’s Academies will be supported to flourish and develop high aspirations for their education and personal development whatever their starting point.”**

Many visitors to Royal Wootton Bassett Academy describe a sense of calm, warmth and enjoyment when they visit us. Our school is vibrant, brimming with a real ‘can-do’ attitude around everything that we do. Our vision is centred

around students and staff being “**the best versions of themselves**” and we are focused on how we develop our skills and resources to enable this to happen.

We live by our values of Respect, Well Being, Balance and Aspiration and they are embedded in our culture, all of which is very much balanced with encouraging our students’ academic success. We strive to develop the whole person through learning experiences and learning opportunities from great role models and we recognise that the learning process is as valid for the adults at our school, as it is for our young people. We live in a world of considerable challenge and we recognise that academic qualifications, as well as personal confidence are key to enabling future choices.

Inclusivity is celebrated here; for life, our school community but also within the classroom. Equity is also valued here and everyone is expected to play their part in ensuring that every young person has access to everything that we have to offer. Inclusion does not belong to specialist leadership roles, but to everyone and facilitating equity to all is something we prioritise.

We know our students and staff come to school because they love it, find it exciting, challenging and totally engaging. More importantly, they find our school to be a real community of supportive individuals, working together to improve the life chances for all. I look forward to meeting you, so that you can experience this for yourself.

Kindest Regards **Anita Ellis**

Headteacher

About our School

Royal Wootton Bassett Academy is an ambitious, oversubscribed and incredibly proud 11-18 school with 1,764 students on roll including 356 students in our very popular and successful Sixth Form.

The school is a proud member of the Ascend Learning Trust.

Royal Wootton Bassett Academy is committed to inclusivity and equity for all. We have embedded our approach to developing ‘Growth Mindsets’ across the curriculum and in the way that we approach everything that we do.

We are a United Nations Convention on the Rights of the Child (UNCRC) school and the articles are embedded in our values led approach. We are also a UCL Beacon School for Holocaust and Genocide education.

Our Sixth Form Leadership Team and the School Parliament carry the ‘students’ voice’ exceptionally well and as a result, they have impacted across our school in a variety of positive ways. We would welcome an application from fellow professionals who share these values and approaches, and this mind-set.

In December 2010, the school was awarded Outstanding in every category by Ofsted. They described our students as “...an absolute delight.” and “in every area of the School they carry out exemplary practice.” In November 2013, the

Academy was again awarded Outstanding in every category by Ofsted where they stated “Around the school, students are polite and courteous to each other, to members of staff and to visitors. Students listen attentively in lessons, and almost always respond rapidly to teachers’ instructions”.

We belong to Challenge Partners and their external verification places us as ‘Leading’ in every category. The Lead Reviewer describing our school as “just brilliant”. We are a reflective school and believe in empowering the individuals in our community through ongoing reflection and evaluation.

Royal Wootton Bassett is geographically situated in a pleasant location with Bath, Bristol, Cheltenham and the Cotswolds all within commuting distances.

Our Facilities

Our school was built in 2002 and as a PFI, it is maintained to a very high standard. Our students’ art work adorns the walls throughout the school, making the school a compliment to their creativity and abilities.

Our approach to inclusivity has meant that we have opened a new Inclusion Zone with 2 Pods. We use the phrase, “These places are sanctuaries, not sanctions” and they are fully operational places for therapies, a ‘sensory room’ and a quiet space to work.

They are designed to enable students to access a variety of support and to re-set their mind-set so that they can carry on with their learning on the mainstream timetable.

We have fully equipped classrooms catering for all subject specialisms and we have a functioning Weights Gym. We also have a 280 seat Lecture Theatre and this year, we opened a new Sixth Form Extension to accommodate our growing Sixth Form.

Our Curriculum

Our Curriculum Intent places ambitious subject knowledge at its core, complimented by a deliberate focus on wider knowledge that appreciates difference, challenges stereotypes and considers ethical dimensions in society. Our curriculum is inclusive and ensures all can access the knowledge and skills needed to become well-informed young people who are positive contributors to society.

Specialist vocabulary sits at the heart of our academic curriculum and combines with our focus on literacy throughout the school. Our students are provided with the language and confidence to have their voice heard through a strong focus on literacy throughout the school, supported with specialist Reading Programmes.

We are proud to have a wide offer of choice for our KS5 students that includes A Levels, BTECs, DfE and EPQ, as well as Complimentary Studies that includes First Aid and Student Interventions. Our KS4 is exceptionally well balanced with over 25 subjects to choose from.

We balance our approach pathways with EBACC, Open subjects, BTECs and an Alternative Baccalaureate (Alt Bacc) that includes BTEC Level 2 courses at local Colleges. In both KS4 & 5, we offer Work Experience too.

In 2021 we adapted our KS3 pathways to widen the students' curriculum experience. In Year 8, students now choose a Curriculum Plus subject to give them the opportunity of experiencing a subject that they wouldn't otherwise be able to experience in KS3, for example Business, Sociology, Photography, PE Theory, or they can choose a subject they currently enjoy and want to develop further, for example a second MFL.

In Year 9, we brought our KS4 Options into Term 6 and this has allowed students to begin their GCSEs prior to Year 10 and as much as possible we provide them with the teachers that would be timetabled to take them, thus improving their familiarity with expectations and basic knowledge.

Our Commitment to your Professional Development

We are committed to the professional development of all of our colleagues. We place a high priority on ensuring that our professional development is tailored and appropriate for staff at all career stages.

Our Early Career Teachers have access to the Ambition Training programme alongside weekly in-house professional development sessions led by specialists in different areas.

All of our second-year teachers receive one to one coaching and take part in the Olevi Creative Teacher Programme. As teachers move through their career they are able to access programmes such as the Outstanding Teacher Programme, the Outstanding Leadership Programme, and the Outstanding Facilitator Programme alongside a full range of NPQs.

We actively encourage staff to seek out further valuable developmental opportunities and we have a full and varied in-school professional development calendar including termly Twilight sessions, bespoke Learning Forums, and weekly CPD Bitesize briefings. If you work at Royal Wootton Bassett Academy, we are committed to supporting your growth as an educator and fellow professional.

Job Description

Role Summary: To compliment the professional work of teachers by taking responsibility for learning activities under an agreed system of supervision and guidance.

Key Accountabilities:

Responsible for:

- Supporting SEND Students in and out of the classroom as appropriate.
- Preparing learning activities for individuals/groups and for classes.
- Monitoring individual and/or directed pupils.
- Assessing, recording, and reporting on individual student's achievement, progress and development,
- Monitoring and intervening in student behaviour.
- Maintaining a safe and positive environment for all learners.
- Creating opportunities for all learners to reach their potential, irrespective of ability.

Duties and Responsibilities:

Support for Students:

- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward the achievement of self-reliance.
- Take a lead role in delivering support to students.
- Arrange and develop one to one mentoring arrangements with students.
- Provide information and advice to enable students to make informed choices about their own learning or behaviour.
- Challenge and motivate students, promote and reinforce self-esteem.
- Provide feedback to students in relation to progress, achievement, behaviour and attendance.
- Assist students when they are excluded from, or otherwise not working within a normal timetable, to complete activities provided by the teacher.
- Work with other staff in school and outside agencies to provide a safe environment for physically vulnerable students.
- Meet with outside agencies and disseminate information as appropriate.

Support for Teachers:

- Work collaboratively with staff in planning, evaluating, and differentiating learning activities and adjusting the learning environment as appropriate.
- Provide objective and accurate feedback and reports as required on student achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Work within the Academy's established approach to promoting positive discipline to anticipate and manage behaviour constructively, promoting self-control and independence.
- Contribute to meetings with parents and provide constructive feedback on student's achievement and progress.
- Attend Parents Evenings, Annual Review meetings and SEND Surgeries when requested.
- Supervise the after-school Homework Support sessions.

Support for the Curriculum:

- Implement agreed learning activities, making adjustments according to student responses/needs.
- Use ICT effectively to support learning activities and develop students' competencies and independence.
- Select and prepare learning activities or resources, considering students' abilities, age, interests, language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- Work with staff to determine the need for specialist equipment and resources to support students, and to prepare and use equipment as appropriate.

Support for the School:

- Be aware of student individuality and ensure that all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/values/aims of the Academy.
- Support the Lead TAs in their day-to-day duties and carry out additional administrative duties as requested.
- Attend and participate in meetings as required.
- Attend and participate in whole school events such as Open Evenings when/if requested.
- Participate in CPD as required.
- Provide support for the implementation of My Support Plans and Education, Health Care Needs assessments.
- Provide support for students entitled to Exam Access Arrangements.
- Support out of school activities and trips, as directed.
- Support whole school events such as, Skills for Life Days, Induction Days and Enrichment activities.

Supervision & management:

Students

Resources responsibility:

None

• Person Specification

Knowledge & Skills:

Essential:

RWBA and GDPR training

Ability to remain calm under pressure

Excellent personal skills

Ability to motivate and persuade

Ability to plan and manage own workload

Excellent organisational skills

Good IT skills

The Teaching Assistant should have:

- Good level of literacy and numeracy;
- good basic education to GCSE level including English and Maths, A*-C, or the equivalent

The Teaching Assistant should have experience of:

- Working with children preferably in an educational setting;
- Working with children who have specific special educational needs;
- Expertise in one or more of the four main SEND areas: Cognition & Learning; Communication & Interaction; Social, Emotional and Mental Health or Sensory & Physical Needs;
- Working with the main need types of SEND: e.g. ASD, MLD, HI, VI, SLCN, SpLD, ADHD.

The Teaching Assistant should have knowledge and understanding of:

- Special Educational Needs;
- Relevant policies, codes of practice and legislation including safeguarding;
- The National Curriculum and other basic learning programmes and strategies;
- The developmental and learning needs of children;
- Multi agency working.

The Teaching Assistant will be able to:

- Work independently;
- Organise and motivate a team, and work well as part of it;
- Be calm under pressure and able to adapt to change quickly;
- Establish and maintain good working relationships both internally and with parents/external contacts;
- Plan effective activities for pupils at risk of underachieving;
- Develop their knowledge through the evaluation of their own learning needs.

They will also have:

- Good literacy and numeracy skills;
- Effective oral and written communication skills;
- Good listening skills;
- Excellent interpersonal skills both in working relationship with young pupils and in forming effective professional relationships with a wide range of contacts;
- Good organisational and time management skills;
- Ability to maintain confidentiality;
- Sound IT skills to support learning and maintain electronic information systems;
- Boundless enthusiasm;
- Compassion;

Band / Salary / Hours

Fixed Term Contract

Grade D4

FTE £19,264.00

Actual Salary: £10,861.20

25 hours a week – 38 Weeks Term Time Only

How to Apply

To apply please ensure you complete an application form available from the Trust website www.ascendlearningtrust.org.uk or complete the online application. Applications should be submitted either directly with the school or via hr@ascendlearningtrust.org.uk

Please note CV's will not be accepted. You must complete the application in full giving details of all employment, training and gaps in employment since leaving school.

Please ensure the closing date for applications is met, we cannot be held responsible for lost or late applications. Due to the large number of applications it is not always possible to respond to each application but we aim to respond within two weeks of the vacancy closing date.

Job Description

The job description lists all the main duties of the post, together with further details of the competencies (skills), experience, qualifications, knowledge and abilities required to do the job.

The criteria listed within the job description detail how each of these areas will be assessed. It is important that you identify the competencies, experience, qualifications, knowledge and abilities that will be assessed by application form, as you will need to provide evidence that you meet the criteria.

References

We will require two satisfactory references before a job offer is confirmed; one of which must be your line manager / headteacher in your present or most recent employment.

If you are at school/college or are leaving university please give details of the name and address of your Headteacher or tutor.

Please remember to check that your referees are actually available to provide a reference, as failure to do this could cause a delay in confirming your appointment.

All staff are required to undertake employment checks which include:

- References (for all staff and volunteers)
- Right to work in the UK (ID check)
- Qualification checks
- Barred List check
- DBS check (for all staff and volunteers)
- Childcare Disqualification check (primary only)

- Health checks

Ascend Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Please note any position that involves working with children requires declaration of ALL convictions/cautions regardless of whether these are deemed as spent and a DBS check will be carried out before any employment commences.

References will be obtained before interview at shortlisting stage and may be used in the interview process. If previous employment has included working with children then at least one referee must be from this employment regardless of whether this is the current or most recent employment. Any gaps in employment must be detailed and an explanation provided in the relevant section.