



Learning Support Coordinator

Information for Candidates

Welcome to Woldgate

Woldgate is a school with a distinct vision for education. Our view of an outstanding school is based on shared values, where every child is known and cared for as an individual. To cultivate this, we build a supportive and caring community, where a child's talents can grow through academic study and the opportunity to participate in the many activities, productions and visits that make Woldgate School unique. We are a school with a positive, welcoming, warm atmosphere, in which pupils take pride in their achievements and where each individual pupil achieves academically through consistently good teaching, in an environment that seeks to nurture their love of learning and challenges them to excel.

Founded in 1958, Woldgate's original school motto celebrated the distinct education the school sought to bring. This motto is, for me, an integral part of our school life; it defines who we are as a community.

"Everything you do should be worthy, of great merit, character and value."

Of great merit:

The quality of being particularly good or worthy, especially deserving of praise or reward.

Of great character:

The moral qualities that define an individual.

Of great value:

The principles or standards of conduct we work to; our judgment of what is important in life.



We truly believe that part of what makes this community so special is the holistic education we provide for our pupils. Our Performing Arts status, extra-curricular clubs, sporting activities and House competitions, combined with our wonderful visits programme, provide pupils and students with a unique opportunity to appreciate the world around them. We have long believed that the creative arts provide an exceptional platform upon which pupils and students can develop new skills, grow in confidence and, as people, develop qualities, in an environment where their talents are nurtured and then celebrated. The arts offer us something special, whether it be learning an instrument, acting in a play, dancing, singing or just being involved in a production as part of a company. This holistic approach to school life is integral to a good education and wonderful preparation for future life.

As we look to the future, we are committed to ensuring Woldgate School continues to develop with a clear, confident and strong identity based on shared values and with every pupil and student known and cared for as an individual. Our culture of collaboration and success will be matched by our determination to do the very best, both pastorally and academically, for the children in our care.

- A School where each child is known and cared for as an individual.
- An environment in which our pupils feel valued, safe and enjoy school.
- A School where every child is challenged and supported to succeed academically.

Woldgate Sixth Form College also provides exciting opportunities for both pupils and students to continue their educational journey, to build upon their GCSE results and progress onto qualifications that provide academic rigour and challenge. There is also a wide variety of enrichment opportunities, with students participating in the wonderful range of expeditions, visits, internships and leadership programmes.

Luke Sloman
Headteacher

About Us

Woldgate School and Sixth Form College

Age range 11 – 18

Students on roll – 1130

Gender: Boys and Girls

Admissions policy: not selective

School Type: an Academy which is part of the Wolds Learning Partnership a Multi-Academy Trust

Ofsted Grades – 2019

Overall effectiveness **GOOD**

Achievement of pupils **GOOD**

Quality of Teaching **GOOD**

Leadership and Management **GOOD**

In Summer 2022 our pupils and student achieved:

GCSE

9 - 7: 56%

(Pupils achieving a Grade 9 to 7 or Grade A to A equivalent)*

Sixth Form

A* - A: 53%

(Grades achieved or equivalent and highest in York)





We are part of a wider family of schools in the Wolds Learning Partnership along with Pocklington Junior School, Melbourne Primary School and Stamford Bridge Primary School. The Trust is passionate about working in partnership to provide the best education for our children along with ensuring colleagues are supported in career development.

Our ethos is very much about our schools retaining their uniqueness and being true to the communities they serve. As the Trust enters a period of change launching under the name Wonder Learning partnership* their values are defined as:

Educate | Empower | Engage | Enrich

Educate—we are committed to educating the whole child and believe every child should reach their potential

Empower—we will empower our whole school community through support, development and value in the pursuit of excellence

Engage—we will engage in best practice to develop the personal qualities and aspirations of pupils and staff

Enrich—we will ensure our children are exposed to a wealth of experiences and opportunities
The Trust consist of dedicated colleagues for CPD, school improvement, staff wellbeing as well as operational areas of finance and compliance. We are incredibly proud to have dedicated staff with expertise in these areas to help drive forward educational and personal growth.

“Wonder is the beginning of wisdom” Socrates

*Wonder Learning Partnership is part of the Wolds Learning Partnership, a company limited by guarantee, registered in England and Wales with Company Number: 10518602



Job Information

JOB DESCRIPTION

| | |
|-------------|---|
| JOB TITLE: | Learning Support Coordinator |
| REPORTS TO: | Senior SENCO, Head of Inclusion and the Headteacher |
| SALARY: | SCP 11 £24,045 – pay award pending (which will be pro-rata'd for term time working) |
| CONTRACT: | Permanent |
| HOURS: | Full time (37hrs per week) Term time plus 5 days |

Purpose of the Job

To assist the Senior SENCO and SENCO in the provision for SEN within school, to ensure the administration is effective through liaising with families, colleagues and other professionals. To support all aspects of SEN administration including consultations, annual reviews, termly reviews, referrals and EHCPs.

Key responsibilities

- To provide direct support to the Senior SENCO and SENCO in relation to the statutory obligations for learners with identified special educational needs, including promoting high quality teaching, effective use of resources, and high standards of learning and achievement for all pupils.
- Prepare and maintain reports regarding annual reviews and SEND and record in conjunction with the statutory guidance.
- To assist the Senior SENCO and SENCO in leading the provision for SEN within school, developing and implementing intervention groups.
- To manage and maintain provision maps. To support the provision of SEN including the allocation of support time and the writing of support plans.
- To liaise with relevant outside agencies to ensure that individual pupil SEN are met effectively and that the requirements of statements of SEN are met fully.
- Be aware and comply with policies and procedures relating to child protection, health and safety, security confidentiality and data protection, reporting all concerns to the appropriate person.
- Ensure Local Authority and external representatives are informed of each individual students Annual Review and are invited accordingly.
- Ensure that accurate and detailed records are kept of meetings and discussions with parents and outside agencies.
- Ensure that staff are kept informed of pupils SEN and advise on areas to develop and support.
- Work with the Senior SENCO and SENCO and other staff to ensure that Pupil Profiles are used to set subject specific targets and match work well to pupils' needs.
- Analyse data effectively to identify pupils who are seriously underachieving and where necessary create and implement effective plans of action to support those pupils.

- Collate paperwork and evidence from Teachers and put information packs together to assist the Senior SENCO and SENCO in their review meetings.
- Establish and maintain effective working relationships with professional colleagues and parents/carers.
- Be aware of the need to take responsibility for own professional development and to participate in any Performance Management and Continuing Professional Learning procedures and practice.
- Liaise with and inform parents/carers about the specifics of the SEN Provision for their child under the direction of the Senior SENCO and SENCO.

Other duties and responsibilities

- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the teacher/tutor.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- To meet regularly with the Head of Inclusion/Senior SENCO and SENCO during contracted hours to discuss pupils' progress and to plan and review support.
- To attend formal meetings during contracted hours to discuss pupils' progress with parents and other professionals as part of the relevant staff group
- To support the school's aims and ethos.
- To be familiar with, actively support and comply with all the school policies and procedures.
- Develop specialist knowledge and skills in key areas identified by the Headteacher, Senior SENCO, SENCO, and Head of Inclusion
- Ensure that specialist skills are used effectively to promote learning so that pupils achieve as much as they can.
- To provide targeted support to individuals and groups, as directed by the Senior SENCO and SENCO and Head of Inclusion.
- To contribute to the planning for teaching and learning.
- To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the post-holder.

Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.

The school operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disbarring and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

Signed: _____

Post holder Dated: _____

Signed: _____

Line Manager Dated: _____

PERSON SPECIFICATION

| | |
|-------------|---|
| JOB TITLE: | Learning Support Coordinator |
| REPORTS TO: | Senior SENCO, Head of Inclusion and the Headteacher |
| SALARY: | SCP 11 £24,045 – pay award pending (which will be pro-rata'd for term time working) |
| CONTRACT: | Permanent |
| HOURS: | Full time (37hrs per week) Term time plus 5 days |

| Qualifications and Experience: | Essential | Desirable |
|--|------------------|------------------|
| The equivalent of 5 or more GCSEs (including English and maths) | √ | |
| 2. Experience of working in schools | √ | |
| 3. Experience of using SIMS.net (training available if required) | | √ |
| 4. HLTA qualification | | √ |

| Professional knowledge and understanding, skills and attributes: | Essential | Desirable |
|--|------------------|------------------|
| 5. A thorough understanding of SEND and the requirements of an EHCP | √ | |
| 6. Experience in intervention strategies | √ | |
| 7. Experience in Access Arrangements | √ | |
| 5. The ability to achieve challenging professional targets/objectives | √ | |
| 6. The ability to develop and implement policy and practice which reflects the school's commitment to high achievement | | √ |
| 8. To be able to judge when to make a decision, when to consult and when to defer to a senior member of staff | √ | |
| 9. The ability to promote the ethos aims and objectives of the school to the wider community | √ | |
| 10. Be able to demonstrate excellent organisational skills | √ | |
| 11. The ability to prioritise own time, work under pressure and to meet workload demands with a sense of balance and perspective | √ | |
| 12. Awareness of how pupils learn and the various factors which affect learning | √ | |
| 13. Strong IT skills (proficient in Microsoft applications) | √ | |

| Personal skills/attributes: | Essential | Desirable |
|--|------------------|------------------|
| 13. A willingness to undertake training to develop expertise and specialist skills | √ | |
| 14. An understanding of and commitment to inclusive learning. | √ | |
| 15. Communication skills (both orally and in writing) – the ability to make points clearly and understand the views of others to a variety of audiences. | √ | |
| 16. A sympathetic approach to parents and an understanding of the need for confidentiality | √ | |
| 17. Energy, determination and perseverance | √ | |
| 18. Self confidence | √ | |
| 19. Enthusiasm and commitment | √ | |

| | | |
|--|---|--|
| 21. The ability to adapt to differing environment within the school and to the needs of different children | √ | |
| 22. Reliability and integrity | √ | |
| 23. A commitment to equal opportunities | √ | |
| 24. A commitment to safeguarding and promoting the welfare of children and young people | √ | |

Note - This person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

How to apply

If you would like to apply for this vacancy, please download a Teaching Staff application form from the school website.

Applications should be returned to The Personnel Team, Wolds Learning Partnership, 92 Kilnwick Road, Pocklington, York. YO42 2LL or via email to recruitment@wlp.education

Closing Date: 9am Monday 10th July 2023

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts.

Staff Information

Senior Leadership Team

Headteacher – Luke Sloman

Deputy Headteacher – Mrs Charlotte Nicholls

Deputy Headteacher – Mr Michael Monaghan

Assistant Headteacher – Mr Chay Bell (Standards and Action Research)

Assistant Headteacher – Miss Linzi Hull (Head of Upper School)

Assistant Headteacher – Mr Kyle Macdonald (Head of Middle School)

Assistant Headteacher – Mrs Abi Minton (Head of Lower School)

Assistant Headteacher - Ms Kerry Smith (Head of Sixth Form)

Assistant Headteacher - Mrs Janelle Perry (Head of Inclusion)

Director of Studies - Mr Philip Johnson (English)

Director of Studies - Mr Kieran McCausland (Mathematics)

Director of Studies - Mr Martyn Johnson (Science)

Director of Studies - Mr Matthew Thomas-Peter (Modern Foreign Language)

Key Contacts

Personnel Team, Wolds Learning Partnership, 01759 302395, email recruitment@wlp.education. Please note emails will not be accessed during the half term break. We will respond to applicants on our return to school Monday 20th February.



Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road,
Pocklington, York. YO42 2LZ Tel: 01759 302395**



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton

1. Take the right hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station
5. Take the first exit from the roundabout
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield

1. By pass Driffield along North and West side
2. Leave by pass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.