



Edgbarrow School



CANDIDATE INFORMATION LEARNING SUPPORT ASSISTANT

EDGBARROW SCHOOL Grant Road, Crowthorne, Berkshire. RG45 7HZ TEL: 01344 772 658

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Grant Road Crowthorne

Berkshire RG45 7HZ

01344 772658

secretary@edgbarrowschool.co.uk

www.edgbarrowschool.co.uk

Dear Applicant

Thank you for taking an interest in the advertised post at Edgbarrow School. We hope you find the information helpful in making your decision to proceed further in the application process. We make every endeavour to provide all candidates with equality of opportunity in the selection process. If you have any additional queries, please do not hesitate to contact the school.

Edgbarrow School is an 11-18 mixed comprehensive academy and is a founder member of the Corvus Learning Trust. The school serves the students of Crowthorne Village in Bracknell Forest. There are approximately 1500 pupils on role of which 400 are in the sixth form. Further information regarding the school can be obtained by visiting the school website at www.edgbarrowschool.co.uk.

Applications from suitably qualified and experienced candidates are welcomed via the online application system and any queries emailed to recruitment@edgbarrowschool.co.uk. This post is subject to an enhanced criminal record check and references.

Edgbarrow School is an outstanding, happy, and caring school and we look forward to receiving applications from suitable candidates for this important post. I would like to take this opportunity of expressing my best wishes to all those who apply and, whether or not you are successful in this particular application, to wish you success in your future career.

Yours sincerely

Mr Stuart Matthews

Headteacher



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Dear Applicant,

Thank you for your interest in joining the Progress Department at Edgbarrow School. Ours is one of the largest and most successful departments in the school and we are proud of the results our students achieve and the progress they make. The Progress Department is an enthusiastic and fast paced working environment that provides highly skilled specialist support that enables students to participate and succeed in main stream education.

Staff are encouraged to develop specialist skills in order to deepen their understanding of Special Educational Needs and many of our Learning Support Assistants have gone on to be successful and innovative teachers. This role would be the perfect opportunity for a candidate looking to enter the teaching profession. Edgbarrow run a varied and high quality CPD programme and the role of Learning Support Assistant incorporate leading and delivering intervention to small groups, essential experience for teaching applications.

The Progress Department support a wide range of Special Educational Needs and disabilities (SEND). These include students with Educational Health Care Plans (EHCP) which covers a wide spectrum of learning and health care needs. We also support students with other needs on our SEN register. We support students throughout their entire time in our school from joining us in Year 7 to completing their Post 16 courses in Year 13. A number of our students have been successful at gaining places in Further Education and University.

In addition to our work in mainstream lessons and small groups, we offer a successful "Nurture Group" and this is now in its second year. This group is aimed at pupils who are not ready to meet the social and/or intellectual demands of secondary school life. Our aim is to improve academic achievement relevant to accessing the secondary curriculum as well as:

- Replacing missing or distorted early nurturing experiences if relevant
- Developing literacy and numeracy skills
- Developing positive, trusting relationships with both teachers and peers
- Developing mental health and well-being strategies to cope more confidently with life throughout their time at Edgbarrow and beyond

Our success and excellent results are due to the incredible hard work of all staff and those within the Progress Department, especially that of our Learning Support Assistants. Learning Support Assistants are expected to demonstrate consistently high standards of personal and professional conduct and maintain the highest ethical standards and behaviour by:

- Treating students with dignity, building relationships rooted in mutual respect and at all times observing appropriate boundaries
- Having regard for the need to safeguard students' wellbeing in accordance with statutory provisions
- Promoting and showing tolerance of and respect for the rights of others
- Supporting fundamental British values including democracy, the rule of law, individual liberty and mutual respect,

This is an incredibly rewarding post that has a massive impact on the school lives of the students we work with. Edgbarrow School is a fantastic, happy and fulfilling place to work. Although not essential, we would encourage you to visit both the School and the Progress Department before making an application.

Yours faithfully



Ms Anita Patel

SENCo



School Information & Vision



Thank you for your interest in this post. The enclosed literature is intended to give a better understanding of Edgbarrow School.

Edgbarrow School is a larger than average secondary school, one of six secondary schools within the Bracknell Forest borough, and the only one in the village of Crowthorne. The school is regularly oversubscribed, attracting over 530 applications for 210 places in 2023. The sixth form has grown considerably in the last five years (300 to 400).

We are very fortunate to have a stable, professional and highly committed group of teachers and support staff who work together to ensure that each student receives the best educational experience. Visitors, including parents, contractors and outside agencies frequently comment on the positive atmosphere that pervades the school, from a warm welcome at our reception that continues to be felt around the site. We are very proud of our students' attitude towards their school, learning and the way they behave.

Our Vision

Edgbarrow School is a learning community where all students and staff:

- Enjoy school life and are supported in achieving their full potential in their academic, creative and physical, moral, spiritual and personal development.
- Understand that learning and teaching have the highest priority and benefit from working within a vibrant, purposeful environment.
- Know that they can make a positive contribution and are valued as individuals, fostering mutual respect within a safe, caring and supportive community.
- Have the opportunity to develop their talents and acquire skills for life-long learning in an increasingly technological society.
- Are encouraged to be confident, motivated, healthy, enterprising and responsible citizens.

In order to help you understand the school and our priorities, we have tried to identify what defines Edgbarrow for those of us who work here. These can be summarised under the following headings:

1. Achievement

- Attainment – excellent results at all key stages
- Progress – excellent progress made by all students

2. Reputation

The school at the centre of the community that trusts its young people will be cared for and provided with opportunities to develop all skills and talents

3. Ethos

Staff and students enjoy purposeful working relationships to learn together in a safe, happy environment

4. Ambition

Purposefully driven to be constantly improving by committed and hardworking governors, leaders, teachers and support staff reflected in the manner in which students engage and behave

5. Post 16 Learning

Provision of an excellent resource to build a bridge between school and Higher Education or work.



Job Description



Job Title:	Learning Support Assistant
Grade / Salary Scale:	Grade J
Hours of Work:	30 Hours 25 mins per week (8.45am – 3.20pm Mon – Fri / <i>unpaid 30 min break</i>) Term time only
Notice Period:	One month
Reports To:	Head of Progress
Job purpose:	To provide general support to the Head of Progress in the management of individual and groups of pupils. Under the direct instruction of teaching staff to work with pupils in the classroom to provide physical/general care and assist with their learning.

Main Duties & Responsibilities:

Under the instruction/guidance of teaching/senior staff:

1. Provide for the pupils' welfare/personal care both individually and in groups and ensure their safety.
2. Promote inclusion, act as a role model, show awareness of individual needs and respond to them.
3. Encourage pupil interaction and engagement with teacher led activities.
4. Prepare and routinely maintain classroom materials/resources/displays, assist pupils in their use, clear afterwards and display pupils' work.
5. Support and supervise pupils in lessons in relation to local and national learning strategies e.g., literacy, numeracy and key stage 3 tasks and using basic ICT to promote learning.
6. Be aware of pupil problems and achievements and report to teacher as appropriate.
7. Support the teacher in managing behaviour, report difficulties as appropriate.

8. Undertake pupil record keeping, gather and report information from and to parents/carers as required.
9. Assist with the supervision of pupils out of lesson times and accompany school trips and other out of school activities as required.
10. Provide clerical and administrative support e.g. Photocopying, filing,
11. Comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person.
12. Actively support the school's equal opportunity policies and ensure that all pupils have an equal access to opportunities to learn and develop.
13. Contribute to the overall aims and targets of the school, appreciate and support the roles of other members of the school work team and attend relevant meetings as required.
14. Be aware of and take part in the school's performance management framework and participate in training and development activities as required.
15. The post holder is responsible for ensuring that the school safeguarding/child protection policy is adhered to and concerns are raised in accordance with this policy.

Such other duties as may from time to time be necessary, compatible with the nature of the post. It should be noted that the above list of main duties and responsibilities is not necessarily a complete statement of the final duties of the post. It is intended to give an overall view of the position and should be taken as guidance only.

Scope of Job (Budgetary/Resource control, Impact)

The post holder is accountable to the Head of Progress.

The post holder does not hold any budgetary or line management responsibilities. If record keeping and other information systems are not satisfactorily maintained the school may fail to keep statutory standards.



Person Specification



Key Criteria	Essential	Desirable
Qualifications and Training	Effective numeracy and literacy skills.	<p>Have undertaken appropriate first aid training.</p> <p>NVQ Level 2/3 for Teaching Assistants or equivalent qualification or experience.</p> <p>DfES Teacher Assistant Induction programme.</p> <p>Degree or studying towards a degree.</p>
Competence Summary (knowledge, abilities, skills, experience)	<p>Experience of working with children/young people in an educational setting.</p> <p>Ability to motivate students and act as a positive role model. Also, able to cope with personal needs and respond sensitively to pupils needs.</p> <p>Ability to work constructively as part of a team.</p> <p>Ability to relate well to adults and children, respond sensitively and flexibly to competing demands from pupils.</p> <p>Ability to use ICT effectively to support learning.</p>	<p>Working knowledge and understanding of the National Curriculum for secondary schools.</p> <p>Successful experience of working with students with special or additional needs.</p> <p>Understanding of the main barriers to learning and strategies to overcome them.</p>
Work related personal requirements	Personal commitment to continuous self-development and willingness to participate in training, performance management and learning opportunities. Successful experience of managing whole school change to bring about clear evidence of school improvement for all or groups of students	
Other work requirements	Participate in training and development activities.	

How to Apply



Complete the online application form via TES.

1. References will be taken up for shortlisted candidates prior to the interview date. Corvus Learning Trust is committed to safeguarding and promoting the welfare of all students. Each student's welfare is of paramount importance. Successful candidates will be required to undertake an enhanced DBS check.
2. If you have any queries regarding this application process, please contact our HR department on 01344 772658 or email recruitment@edgbarrowschool.co.uk

CONTRACT TYPE:	Part time, one year fixed term contract
SALARY:	£14,764 per annum (actual salary paid inclusive of fringe allowance)
START DATE:	ASAP

Edgbarrow School is committed to safeguarding and promoting the welfare of children and young people and expects all who work at the School to share this commitment. Successful applicants will be subject to an Enhanced Disclosure from the Disclosure and Barring Service (DBS).

Any offer of employment is therefore conditional on clearance from the above, the receipt of two satisfactory references, a satisfactory medical questionnaire, proof of qualifications, overseas checks where applicable, and proof of right to reside and work in the UK.

Edgbarrow School is committed to protecting the health, safety and welfare of all employees. To this end, staff enjoy:

- Contributory Pension Scheme
- Employee Assistance Programme
- Working as part of a motivated and committed team
- Access to on site fitness gym
- Cycle to work Scheme
- Eye Care Voucher Scheme

Further Information



School Links:



Sandhurst School

- [Edgbarrow School](#)
- [School Prospectus](#)
- [Corvus Learning Trust](#)

Curriculum:

The curriculum is organised within a two-week cycle. Each week is composed of 25 lessons, each lasting for one hour.

The Progress Department will work with students, both individually and in small groups, who need support to improve their literacy skills.

Key Stage Four: Years 10 and 11 (ages 14-16)

All students study a core of subjects: English and English Literature, Mathematics, Science, Physical Education and PSHGEE (including Religious Education). Students may also be offered the opportunity to study Triple Science.

In addition, students may choose four further subjects from:

- **GCSEs:**

Art, Business Studies, Computing, Design and Technology (Food Engineering & Product Design), Drama, Economics, French, Geography, German, History, Information and Communication Technology, Music, Spanish, Physical Education, Religious Education and Science. However, all students are required to select at least one E-Bacc subject e.g. Geography, History, Computing, French, German or Spanish.

- **BTECs, VCerts & Cambridge Nationals:**

Information Technology, Business Studies, Sport, Performing Arts and Health and Social Care.

Sixth Form: Years 12 and 13 (ages 16-19)

In Years 12 & 13 students generally follow three subjects, leading to a full A level qualification and/or a Level 3 BTEC.

- **A Level Courses:**

Art and Design, Biology, Business Studies, Chemistry, Computing, Design and Technology (Food Technology & Product Design), Economics, English Language and English Literature, French, German, Geography, Government and Politics, History, Mathematics, Media Studies, Music, Philosophy and Ethics, Photography, Physics, Psychology, Sociology, Spanish, Sport and PE and Theatre Studies.

- **BTEC Courses:**

Sport and Exercise Science, Business Studies, Health and Social Care and ICT.

Enrichment Opportunities

In addition to their examination courses, all students participate in an enrichment programme. This programme is focused on a range of activities designed to give students an opportunity to participate in, and benefit, their local community e.g. a range of sports teams, Duke of Edinburgh Award, Young Enterprise, Operation Wallacea as well as many department-based clubs.

School Examination Results:

- Level 2 GCSE and BTEC**

We are very proud of the examination results achieved by our students over the past three years. Staff have worked hard with new data to track and monitor students and develop intervention strategies in order to help each individual to achieve their potential.

Whole School	P8	A8	9-5 EM	9-4 EM
2023	+0.01*	53.31	60%	80%
2022	+0.65	59.41	66%	87%
2021	N/A	58.80	74%	85%
2020	N/A	57.32	68%	87%
2019	+0.36	55.59	65%	82%
2018	+0.43	56.30 (B)	65.1%	82.8%

*estimated

- Level 3 A Level and BTEC**

In recent years we have worked hard to improve our examination results at post 16. A new Sixth Form building has certainly helped to provide an excellent learning environment and educational experience for our students. However, there is no doubt that staff have worked hard to develop the quality of teaching at post 16 and as a result the grades achieved by our students have improved significantly.

Whole School	A*-B	A*-C	Overall Pass Rate
2023	60%	82%	99%
2022	69%	90%	99%
2021	73%	87%	99%
2020	64%	86%	100%
2019	52%	77%	98%
2018	58%	81%	99%

