



stephen perse
foundation

Candidate Brief

Inclusion Higher Level Teaching & Learning Assistant

Employment status

Term term, permanent

Required from

December 2019

Job location

Rosedale House & Madingley, Cambridge

Application closing date

15 November 2019



We are the Stephen Perse Foundation. Extraordinary things happen here every day.

So you think you may be interested in joining the Stephen Perse Foundation (SPF) community of schools?

Located in Cambridge, Madingley and Saffron Walden, our schools strive to offer an education which is more than just the delivery of the curriculum and qualifications; learning in a Stephen Perse school is about learning for and about life in readiness for the world beyond.

As Principal of the Foundation, I look to recruit colleagues who are passionate about learning; share in our commitment to educating ethical young people; and understand the critical importance of supporting the emotional and mental wellbeing of all our learners. If you would like a flavour of what this means in practice, please read [my most recent blog](#).

Ms T Kelleher
Principal



Work in the heart of Cambridge

Welcome to our vibrant Foundation of schools across Cambridge, Maddingley and Saffron Walden, where we achieve outstanding results because we value individuality.

Cambridge is one of the most famous cities in the world for education and forward thinking. It is a city of ideas – and is home to some of the greatest thinkers in the world – past and present. We believe that learning is everywhere and our surrounding area provides a wealth of inspiration and opportunities to learn.

At Rosedale House & Maddingley you will work within easy reach of Cambridge city centre, Cambridge University Colleges, world renowned museums, galleries and the University Botanic Garden.



Your role

At the Stephen Perse Foundation everyone is a learner. While our pupils enjoy the benefits of a creative and innovative learning experience, our staff members strive to create an inspiring and engaging learning environment to work in harmony with our pedagogical approach.

As part of the Professional Support Services team at the Foundation, you are an integral part of providing the best experience possible for our students. You will be assisting in the support and inclusion of pupils with a range of specific provision needs within the school. Support the classroom teachers and inclusion specialist to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement of all pupils.

We will want you to have an agile and ambitious mind-set that is open to adopting new techniques. Training and support is offered on a regular basis as part of formal and informal CPD and is focused on student learning.

Rosedale House & Madingley

Imagine a picture-book Victorian schoolhouse, overlooking open fields and next door to woodlands. It's idyllic – and it's our lovely, rural site at Madingley, just outside the city. Surrounded by nature, we offer lots of opportunities for children to explore the world, including in our forest school. Our large playground has climbing frames and balance equipment, perfect for improving co-ordination and burning off energy. Inside you'll find a dedicated creative space, independently accessible resources and bright classrooms filled with artwork.

Opened in 2012, our City Pre-Prep shares a site with Rosedale House Junior School. It's the best of both worlds – the security of a Pre-Prep combined with the stimulation of a big school and the wider city. We have our own entrance on Brookside and dedicated classrooms and outside areas – to give our smallest pupils their own space for games and simply being together.

At Rosedal House, we encourage children to be active learners – to ask questions, to make mistakes and to explore their interests and talents. By combining academic rigour with creative, flexible teaching we see our pupils grow as independent learners.

We pride ourselves on an approach which is motivational, innovative, inspiring and highly creative. Following the opening of a unique and visionary library and brilliantly designed learning spaces, our Junior School offers an exciting, skills-based, thematic curriculum which hinges on enabling pupils to become active thinkers and learners.

Our innovative Diamond model is unique in Cambridge. From Year 5, we offer our girls and boys the academic benefits of single-sex lessons in core subjects, whilst they continue to enjoy a co-educational setting for other areas – the best of both worlds.

We offer a breadth of experience, in art, sport, drama and music, as well as in Philosophy for Children. Our pupils enjoy endless ways to discover their own strengths and gain life-long skills, as well as the confidence to take their next steps in education when they leave. Our nature reserve is in easy walking distance, as is our five-acre sports field at Latham Road.



“The future of education relies on our refusal to stand still. We must evolve to keep pace with society’s changing needs.” **Tricia Kelleher, Principal**

Specific responsibilities

Responsible to: Head of School/Inclusion Specialist

Location: Rosedale House, Cambridge & Madingley

Main responsibilities

Support for pupils

- Under the direction of the Class teacher or Inclusion specialist, supervise a class in following a programme of study
- Take responsibility for delivering learning activities with groups who would benefit from a different learning approach as agreed with the relevant teachers.
- Establish and maintain supportive and professional relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks
- Liaise with specialist services on behalf of individual pupils, e.g. educational psychologists, speech therapists, by agreement with the Form teacher or class teacher
- Encourage and promote inclusion in the classrooms, ensuring all pupils feel involved with tasks and activities
- Ensure the safety of pupils through supervising pupils around the school, during their break times, lunch times and on school trips and visits

Support for the Class Teachers or the Inclusion Specialist

- Contribute to reports on pupil progress and development
- Contribute to the development of PEPs for children with special needs and disabilities
- Contribute to the planning and evaluation of work programs for individual pupils and groups
- Provide feedback on learning activities and contribute to the school review and development planning
- Organise the learning environment and develop appropriate classroom resources as required
- Contribute to behaviour management both in school and on trips and visits, take charge of situations to allow the teachers to continue to work with the rest of the class

Main Responsibilities: Inclusion

Supporting the pupil

- Develop a knowledge of a range of learning support needs relevant to the school
- Develop an understanding of the specific needs of pupils to be supported
- Work independently using own initiative to support pupils when needed
- Aid the pupil/s to learn as effectively as possible both in group situations and individually, inside and outside of the classroom;
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use necessary equipment
 - Motivating and encouraging the pupil/s
 - Assisting in areas of specific weakness, such as speech and language or writing tasks
 - Helping pupil/s to concentrate on and finish work set
 - Attending to pupils' personal and health needs
 - Developing appropriate resources to support the pupil/s
 - Assisting in the management of pupils' social interactions and behaviour
- Establish a supportive relationship with the pupil/s concerned
- Establish acceptance and inclusion of the pupil/s in the classroom
- Manage pupil/s as advised by the Inclusion Specialist (SENCo) and class teacher
- Use methods of promoting / reinforcing the pupils' self esteem
- Ensure the safety of the pupil/s while in your care
- To carry out any specific duties as outlined in the pupil/s Personal Education Plan

Supporting the Inclusion Specialist (SENCo) and Class Teacher

- Assist the SENCo to develop a suitable programme of support and then carry out the programme, within the classroom or in a withdrawal situation where necessary
- Maintain the SEND team's system of recording and monitoring of pupils' progress
- Provide feedback about pupils' difficulties and/or progress to the SENCo and class teacher
- Write reports about the pupil/s' progress as requested by the SENCo
- Participate in the evaluation of the support programme, with the SENCo and class teacher
- Help adapt/ find differentiated materials to enable pupil/s to access the class curriculum
- Report any problems about arrangements or any incidents to the SENCo, or if unavailable, to the class teacher

Support for the school

- Develop and maintain effective professional relationships with other staff in the School and the parents or carers
- Contribute to the maintenance of a safe and healthy environment
- When required attend and actively participate in staff meetings
- When required attend and actively participate in school events outside of the school day for example concerts, workshops, residential trips and open days
- When required to be flexible in working with other parts of the Stephen Perse Foundation
- Make suggestions for school events and help with the organisation of them

General responsibilities

- Build and maintain good working relationships with all Foundation colleagues
- Assist as necessary in other Foundation areas at peak times
- Work at all times towards the aims and goals of the Foundation and any individual objectives and targets you may have agreed
- Proactively identify areas for improvements within the Foundation
- Act in accordance with Data Protection principles at all times
- Adhere at all times to Foundation Operational and Employment policies and procedures
- Attend and actively contribute to staff training.
- Take care of your own health and safety and that of people who may be affected by what you do (or do not do)
- Co-operate with others on health and safety, and not interfere with, or misuse, anything provided for your health, safety or welfare
- Follow the training you have received when using any work items your employer has given you

This job description is not necessarily comprehensive and the post-holder will be expected to undertake any other reasonable tasks associated with this role.



Person specification

	Essential	Desirable	Method
Qualifications	<p>NVQ Level 3 or higher (or equivalent qualification) in Early Years, Childcare or Early Childhood Studies</p> <p>English and Maths, GCSE Grade C (or equivalent)</p>	<p>Paediatric First Aid Certificate (12 hour course)</p>	<p>Application Form</p> <p>Applicant's certificates at interview</p>
Knowledge & Experience	<p>Previous experience of working in a school or nursery, leading activities for children</p> <p>Digitally Competent in using IT to support Children's learning</p> <p>Ability to complete observations and plan activities that respond to the children's needs</p>	<p>Familiarity with iPads and Google Drive</p> <p>Ability to complete observations and plan activities that respond to the children's needs</p>	<p>Application Form</p>
Skills & Aptitudes	<p>Understanding of young children's development</p> <p>Ability to plan an engaging learning environment for young children</p> <p>Ability to relate well to young children</p> <p>Appropriate use of initiative</p> <p>Ability to adapt to changing circumstances</p> <p>Ability to maintain discipline in an age appropriate way</p>		<p>Interview</p>
Personal Attributes	<p>Willingness to work as part of a team</p> <p>Really enjoy working with children</p> <p>A sense of responsibility and confidentiality</p> <p>Enthusiastic approach</p> <p>Cheerful disposition</p>		<p>Interview</p>

Safeguarding and welfare of children

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he comes into contact, will be to adhere to and ensure compliance with the Foundation's Safeguarding and Child Protection Policy Statement at all times. If, in the course of carrying out the duties of the post, the role-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, s/he must report any concerns to the School's Designated Person or the Foundation's Designated Safeguarding Lead.

All employees of the Foundation adhere to the Safer Working Practices guidance and all teaching staff are required to adhere to the Teaching Standards which can be found on the [government website](#).

Terms and conditions

All appointments for the Stephen Perse Foundation are subject to satisfactory reference and DBS (Disclosure and Barring Service) checks, proof of identity and eligibility to work in the UK, completion of a medical questionnaire and proof of qualifications.

Salary guide

The salary will be up to £17,995 pro rata (£20,923 FTE). Remuneration will be in accordance with candidate experience.

Hours of work

The position is term-time only plus 5 INSET days (36 weeks); 40 hours/week, Monday to Friday 0800-1630 (to include support for Late Stay on site)



Benefits

With excellent benefits and a stimulating environment in the heart of the city, the Stephen Perse Foundation is a great place to work.

- Salary sacrifice tech and cycle to work schemes
- Season ticket loan/Discount on train travel
- Free lunch and refreshments provided
- Accommodation available in central Cambridge with all bills included
- Annual flu immunisation
- CPD programme including first aid training
- Leadership and management development programme
- Many of the sites offer covered bike Parking
- Free access to the Botanical Gardens
- Opportunity to be involved with projects across the Foundation
- Private health and dental plan subscriptions after 2 years' service (pro rata for part time and term time)
- A staff discount on School Fees of 25% after 2 years' service (pro rata for part time and term time) should staff have a child at any school within the Foundation





Application process

Please apply directly through our online recruitment portal at www.stephenperse.com/recruitment

We are unable to accept CVs.

The closing date for applications is on **15 November 2019**.

Interviews will take place on TBC.

References may be taken up before interview.

Invitation to interview and recruitment arrangements

The Foundation is committed to safeguarding and promoting the welfare of its pupils. The Foundation has a statutory duty to apply for DBS clearance and shall ask the successful candidate to complete an online form which must be cleared before the applicant can commence work. Such checks may take up to 8 weeks to complete.

The Foundation has a legal responsibility to ensure that all its employees have the legal right to live and work in the UK. Therefore, you will need to provide original documents verifying that you are eligible to work in the UK to the interview. Details of these will be provided in the invitation to interview.

All candidates invited to interview must bring the original documents confirming any educational and professional qualifications that are necessary or relevant for the post.





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