

Kirk Hallam Community Academy



**Learning Support
Assistant**



Candidate Information pack

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01 Welcome

Dear Applicant

Thank you for your interest in the post at Kirk Hallam Community Academy.

The continuing success of the Academy has come from strong leadership from the Headteacher and the Senior Leadership team, working closely with all the staff and Governors and other partners; to create a shared vision of Academy developments to meet students' needs.

'This is a good and highly inclusive school that provides well for its students. Standards are consistently high. Students respond well to the outstanding curriculum, which captivates their interest'. Ofsted 2012.

Over the last 20 years the school has been in the vanguard of many of the educational changes in the county and nationally- including specialisms in Technology and Sport and Applied Learning, Leading Edge status, the opening of the Sixth Form, and most recently Academy status – converting to Academy status on March 1st 2011.

The word 'Community' in the Academy title goes back to the opening of the school in 1973, and 40 years later it continues to be a major community hub, providing a wide range of facilities used by partner schools and community groups.

This is an Academy with lively students, a committed and enthusiastic team of staff and governors; and one which is financially robust and has an excellent campus.

I hope that you will take the opportunity to look at the Academy website which will give a much fuller picture of the school- www.kirkhallam.derbyshire.sch.uk

We are very proud of who we are, and of the successful journey we have been on over the last 40 years, but we are not complacent. Education is in a constant state of change and we are constantly adapting and modifying our practice to ensure the very best for all our students.

I hope you will see this as a fantastic opportunity and I look forward to receiving your application.

Yours Sincerely



Martin Ebbage, Headteacher

02 Kirk Hallam Community Academy

The Historical Context

Kirk Hallam Community Academy is a very successful school with impressive Examination Results and high levels of Added Value. This success and status has been hard won over its 40 year history. After a period of steady, but marked improvements in students' examination performances it has been during the last 14 years that we have enjoyed excellent results. These very significant improvements were prefaced by the school gaining Specialist Technology status in 1998 and Beacon status in 1999 and both these developments were influential in bringing about these results. The advent of Specialist Technology status marked a major turning point. It provided an injection of much-needed funding to support curriculum development and improve staffing levels, and an opportunity for some capital projects. Staff rose to the challenges and demands of being a Specialist School and set about attaining the ambitious targets with real passion and commitment. The evidence of their success is clearly demonstrated in the recognition we received from the Specialist Schools Trust. Our levels of performance have previously secured 2 DfE Achievement Awards and 9 Achievement, Improvement and Added Value Awards. The SSAT Community Programme Award reflected the emphasis we place on collaboration with both our Primary and Secondary school partners as well as with our wider community.



Kirk Hallam is an outward-looking school which recognises the many benefits which come from strong partnerships and the sharing of good practice. The school was identified by the DCSF as a 'High performing Specialist School' and was also designated as a sports college having the additional specialism of Applied Learning.. When we gained Beacon School status in 1999 we established the South-East Derbyshire Secondary Schools Improvement Partnership [SEDSSIP] as the best vehicle for developing and sharing Good Practice in Teaching and Learning. SEDSSIP was formally recognised as a DfES Leading Edge Partnership and provided a varied and ambitious programme bringing staff together to develop innovative practice and devising effective mechanisms for sharing the outcomes for

the benefit of all students and staff in the area. The Academy is a member of the George Spencer Teaching School Alliance



Over the years the school has been awarded a number of Quality Marks including: Investor in People, Sportsmark, Artsmark Silver, The Basic Skills Agency Quality Mark Careers Mark, Leadership Development School, Local Authorities Caterers of the Year. We have used these Quality Marks as a way of externally benchmarking the quality and extent of our provision and assisting us in achieving continuous improvement. For example, we were one of the first Derbyshire schools to gain Investor in People status in 1996 and have used the standards involved along with the re-appraisals to help us improve our practices in staff management and development. In the last re-appraisal report we were described as 'an Exemplary Investor in People' and are working hard to maintain this standard. As a high performing specialist school, we successfully applied to become an 11-18 school and received £6million funding to build a Post 16 centre. This was originally part of the Ilkeston Post Sixteen Partnership but, in September 2013 the Kirk Hallam Sixth Form created; we now have a thriving Sixth Form of our own with excellent facilities.

Academy status

Following a full and thorough period of consultation with the Local Authority, staff and their professional bodies, the school became a Converter Academy in March 2011. Since becoming an Academy we have noticed a number of benefits including: greater independence, extra revenue and control of the appeals process. Academy status has also brought a number of new responsibilities for the Academy Trust to oversee.

The Geographical Context

The Academy is located in Kirk Hallam which adjoins the town of Ilkeston, mid-way between Derby and Nottingham. Our catchment area encompasses Kirk Hallam, West Hallam, Stanley, Stanley Common and Mapperley with a significant number of students also coming from the town of Ilkeston itself. The area has a mixed-economy of employers mainly small to medium-sized with an increasing tendency towards new technologies. Agriculture still figures in the area with many small family farms still operating.

The area is easily accessed from all parts of the country. The M1 is just 10 minutes away from the Academy, the nearby A52 provides the direct route to the East and the A38, A50 and M42 to the West. For those travelling by train there are Midland Mainline stations at both Nottingham and Derby.

The Socio-Economic Context

The table below is the Socio-Economic profile of the Academy's catchment. Intake figures vary a little from year to year but this is a fair indication of the present situation.

Wards from which students are drawn

	% Pupils in ward	% Adult higher education	% High social class households	% Minority ethnic children	% Overcrowded households
Kirk Hallam	34.3	5.4	8.3	1.7	12.2
West Hallam and Dale Abbey	22.0	21.0	26.7	2.7	2.6

Hallam Fields	10.0	11.7	14.9	3.3	5.3
Stanley	8.2	15.1	19.0	0.7	3.5
Little Hallam	6.2	13.7	18.8	2.5	3.2
Others	14.5	10.2	15.34	2.1	6.18
England	19.2	20.7	10.3	14.6	

As you will note the catchment does contain one area of social deprivation from which around a third of students originate. A further third of students however originate from a neighbouring village which is almost at the other end of the Socio-Economic Scale. The remainder live in communities where social deprivation remains an issue.

The following pages provide some details of the Academy but we would recommend that you also look at our Website www.kirkhallam.derbyshire.sch.uk for further insight.

The Governing Body

The Academy has a very supportive and hard-working Governing Body. It is quick to recognise the achievements and commitment of staff and offer thanks. It is equally vigilant of areas of concern or difficulty and closely monitors the management of the Academy through its Committee structure.

Academy Personnel

The Academy employs approximately 85 teaching and 70 associate staff.

Cleaning is managed 'in-house' with a team of staff led by the Cleaning Manager

School Meals are contracted to the County School Meals Service and delivered by a team of staff led by the Catering Manager

Staffing is stable with only a small percentage turnover in any area each year. Teaching staff are organised into Faculty Areas each lead by a Head of Faculty.

The Leadership Team

The Academy Leadership Team consists of:

- The Headteacher
- 2 Deputy Headteachers
- 6 Assistant Headteachers, including the School Business Manager.
- Two seconded middle leaders.

The team meets weekly to share updates on developments in all areas and to plan future strategy and events. The Head and Deputy Heads share an Open Office and operate an 'open-door policy' whenever practicable.

Academy Buildings and Site

The Academy has a very attractive campus. It is fronted by a Lake which is home to a variety of birdlife. An area of ancient meadowland, through which the Nutbrook Canal used to run, lies to the West of the campus, whilst the Sustrans long-distance path and cycleway skirts the northern boundary of the site. There are extensive Playing Fields to the west of the buildings along with tennis courts and an all-weather Sports area. To the East lies a conservation area of meadowland and the Academy's Land and Environment Unit and Herb Garden.

The majority of the Academy buildings date from the early 1970s and is of CLASP construction. A large teaching block was built in 1985 to house additional numbers. All areas of the building are linked around a pleasant open courtyard area containing garden beds and paved and tarmac areas. The buildings are in excellent condition and full use has been made of all available internal space, with some imaginative alterations, to house the increased numbers of students and staff in recent years. The Academy is very well decorated internally with an abundance of first-class displays of work in classrooms,

corridors and open spaces. Academy staff pride themselves on creating a stimulating and attractive environment for learning.



A purpose built sixth form building was opened in 2009. A Sports Hall opened in early 2011 along with a Multi User Games area and Floodlit 3G pitch[part funded by the FA]. As well as being a great resource for the Academy and its students, these facilities are also extensively used by members of the local community during the evening and at weekends.

The Academy has recently been able to access considerable maintenance funding from the DfE which has replaced boilers, windows and roofing as well as the construction of new classrooms.

The Pastoral System

The Academy has a very strong and effective Pastoral Support Team. It is led by one of the Deputy Heads who has overall management responsibility. She is supported by the Head of Key Stage 4 and Head of Key Stage 3. Each Year Group is led by a Head of Year. A non-teaching Pastoral Support Manager in each Key Stage supports this work.

One of the assistant Headteachers is the Head of Sixth Form where he is supported by an Assistant Head and by a non-teaching Student support Officer.

The Faculty System

The Curriculum is managed and delivered through a Faculty System. There are 10 Faculties – English, Mathematics, Science, Design and Technology, Computing and Business, Humanities, Modern Foreign Languages, PE, Expressive Arts, and Learning Support.

A Head of Faculty leads each Team of staff and they are supported in each case either by a Second in Faculty or Heads of Subject.. All Heads of Faculty have a Leadership Team Link, meeting regularly in a timetabled slot with a member of the Leadership Team to discuss issues and consider developments. LSAs are attached to each Faculty area.

Associate Staff

Associate staff provide support in all areas of Academy life including but not exhaustively, financial management, HR, Health and Safety, the management of Data and Examinations, Work Experience, Staff Cover, Reporting to Parents etc. Higher Level Teaching Assistants and Learning Support Assistants provide support within Faculties as well as to individual students. We have five cover supervisors to cover for absent Teaching Staff.

The Academy Curriculum

From September, the Academy Curriculum will be delivered across a 25-period week, and will operate a two week timetable. Periods will be of an hour's duration

The Key Stage 3 Curriculum is fairly standard and includes:

English, maths, science, humanities (geography, history and RE), modern languages (French or German), design and technology, expressive arts (art, drama, music and dance) ICT, PE and PSHE

The Key Stage 4 Curriculum *is a mixture of the core curriculum (studied by all students)*

ENGLISH English Language & English Literature

MATHEMATICS

SCIENCE Core and Additional Science or 3 separate sciences

RELIGIOUS EDUCATION

PHYSICAL EDUCATION

And options of which students select four eg:

ART & DESIGN, CHILD DEVELOPMENT, DRAMA, FRENCH, GERMAN, MUSIC,
PHYSICAL EDUCATION, HISTORY, GEOGRAPHY, COMPUTER SCIENCE, DESIGN
TECHNOLOGY

For those students for whom the full curriculum is considered to be inappropriate we offer an Alternative Curriculum of work-related learning, work-experience, outdoor education and other activities in place of some of their subjects.

Key Stage 5 Curriculum

Is an academic programme, all at Level 3 and largely consisting of A Levels; we offer well over 25 subjects and are always looking to amend and extend our offer in response to student demand. Most students study four subjects in Year 12, dropping to 3 in Year 13. There is also a personal development programme to support Post 16 students in, for example, applications to university and employment.

The Extra-Curricular Programme

The range of Additional Educational Experiences available to young people at Kirk Hallam is enviable. The staff as a whole are totally committed to providing a full programme of visits, trips, exchanges, clubs, teams, events, competitions and the students respond enthusiastically. Details appear in the half termly Newsletters as well as on the Academy website. We are very proud of our involvement in the Derbyshire/Toyota City Exchange Programme which sees 20 Derbyshire students exchanging with 20 Japanese students. These are just two examples of our programme which sees an equal emphasis on sporting opportunity Arts events, visits to France and Germany, Theatre Visits and Public Speaking competitions etc.

'The Academy's curriculum is excellent, and is significantly enriched through its technology college status. It also benefits enormously from the extraordinary range of extra curricular activities offered to all its students, including many sporting activities, expressive and performing arts, modern foreign languages and model formula one racing car club'.

Ofsted

Numbers of Students on Roll

Numbers of students on roll has increased markedly over the last 10 years as the Academy has become an increasingly popular choice for parents. Today numbers stand at 1282. Although numbers of students in our normal area are falling, we continue to be oversubscribed.

The vast majority of students are from a white English background.

03 Job Description

Responsible to: SENCO

Liaison with: Teaching Staff, Teaching Assistants, Professional Staff Involved in the Education of Children

Hours 32.5 per week 39 weeks per year

Salary: £14889 – £16237 (actual salary after pro rata)

Purpose of the Post: To carry out duties and responsibilities within the guidelines of the Derbyshire County Council agreed framework for Teaching Assistants and the Education Act 2002, with particular regard to the regulations made under Section 133 and the statutory responsibilities of the Governing Bodies of schools.

Duties and Responsibilities:

Working under guidance to:

- 1 Plan and deliver learning activities under the direction and guidance of the class teacher.
- 2 Work closely with the class teacher to contribute to the management of student behaviour, maintain order and an appropriate working environment, including implementation of the Academy's behaviour policies.
- 3 Report to teachers on the behaviour of students during lessons and any issues arising.
- 4 Establish and promote productive relationships with students, acting as a role model and setting high expectations.
- 5 Promote the inclusion of all students within the classroom and Academy.
- 6 Liaise closely with teachers and other relevant agencies regarding the work set for a class/group.
- 7 Assist with setting out learning materials.
- 8 Establish constructive relationships and communicate with other relevant professionals, in liaison with the teacher, to support students' learning and progress.
- 9 Effectively communicate the work set by the class teacher to the students and ensure that students are aware of the teacher's expectations.
- 10 Encourage students to interact and work co-operatively with others to ensure all students are engaged on the set task.
- 11 Contribute to and attend annual Student Review meetings.
- 12 Respond knowledgeably to any questions from students about process and procedures.
- 13 Observe and report on student performance. Update relevant records at agreed time intervals.
- 14 Ensure the health, safety and welfare of students is maintained at all times.
- 15 Promote social and emotional development of students.
- 16 Deal with any immediate problems or emergencies in accordance with the Academy's policies and procedures.
- 17 Support the use of ICT in the classroom.

- 18 Provide literacy/numeracy support to allow access to the curriculum.
- 19 Provide support for multi-lingual/bilingual students, eg help students to access the curriculum and support the development of target language.
- 20 Assist with the development and implementation of individualised learning plans.
- 21 Provide comfort and immediate care in case of minor accidents, and report serious incidents to the appropriate person for action.
- 22 Collect any completed work after the lesson and return it to the class teacher as appropriate.
- 23 Accompany teaching staff and students on educational visits.
- 24 Contribute to the overall ethos, aims and work of the Academy.
- 25 Be aware of, uphold and contribute towards the development of the Academy's policies and procedures.
- 26 Participate in appropriate Academy-based meetings and training activities.
- 27 Undertake any administrative duties relevant and appropriate to this post.
- 28 Take an active part in appraising their own work against agreed priorities and targets in accordance with the Academy's performance management and supervision arrangements.
- 29 Maintain confidentiality at all times and to observe Data Protection Guidelines.
- 30 Understand and comply with the Academy's equal opportunities and other policies.
- 31 Carry out any other duties that may reasonably be regarded as within the nature of the duties, responsibilities and grade of this post.

04 Person Specification

ESSENTIAL:

- Understanding of and ability to communicate with students with difficulties with their learning or behaviour.
- Evidence of ability to work as a member of a team.
- Ability to work in a supportive way within the classroom.
- Good communication skills, written and verbal including the ability to write reports.
- Commitment to the promotion of the interests of students with learning and behavioural difficulties within mainstream setting

DESIRABLE:

- Experience of successful work with young people in an educational or other setting
- Relevant qualification

About the Learning Support Faculty

Learning Support at Kirk Hallam Community Academy revolves around one main classroom which can accommodate two groups and a second classroom which mainly houses our Nurture Group students. We also operate inclusion and exclusion facilities and a student support centre.

The main Learning Support base is available before school as well as at break and lunch times. We also run a very popular breakfast club every morning. Many students view Learning Support as a safe and friendly space where they can receive guidance and help throughout the day.

Most of our work is achieved by supporting the students in the classroom. LSAs are linked to a specific faculty and work with that faculty to understand better the schemes of work and assessment. LSAs are encouraged to support all students, work with class teachers and also lead small group interventions in consultation with Heads of Faculty. Some LSAs also take on a pastoral role by working with a particular tutor group.

In Y7 some students join the Nurture Group which allows students more opportunity to catch up and integrate into mainstream lessons. In addition, students are sometimes withdrawn from lessons during KS3 to help develop their literacy and numeracy skills or their behaviour. In Y10 and Y11 students some students follow an Alternative Curriculum which has an emphasis on the world of work and a reduced number of GCSEs.

We have a Student Support Centre to support the needs of those students with emotional difficulties where the students work 1 to 1 with a member of staff.

In addition we also have the Inclusion Room which is to support those students with behavioural problems and may be at risk of exclusion. The students will work individually and in groups to learn strategies for coping within the classroom and in everyday life in order to succeed and overcome their difficulties.

06 Recruitment Timetable

How to apply

Unless you are submitting your application via the Hire Wire website, applications to be returned to:

Jenni Harrison Hill
Assistant Headteacher
Kirk Hallam Community Academy
Godfrey Drive
Kirk Hallam
Ilkeston
Derbyshire DE7 4HH

Telephone 0115 9301522

or e-mail to recruitment@kirkhallam.derbyshire.sch.uk

Further information about the school can be found on our website at www.kirkhallam.derbyshire.sch.uk

If you would like to discuss any details of the post, please contact Jenni Harrison Hill to arrange a convenient time.

Closing date for receipt of applications: Thursday 12th July at 9am

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