



**STOUR VALE
ACADEMY
TRUST**



TEACHING AND LEARNING PRACTITIONER

RECRUITMENT PACK

Teaching and Learning Practitioner



Part-time (30 hours per week)

Permanent

Term Time Plus One Week

Grade 6 - SCP 12 to SCP 17 (£25,729.07 - £27,909.88) Pro Rata

Actual Salary:

£20,861.00 - £22,629.00 per annum

Start Date: As soon as possible

We are seeking a Teaching and Learning Practitioner to join our Academy to support the achievement of our students. You will be working closely 1:1/in small group intervention with predominantly key stage three students to help improve in their area of identified need. You will be required to set targets identified by the SEND Team and/or external agencies and monitor the student's progress.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010.

For an informal conversation to discuss the role, please contact:

Mrs Debbie Collins

SENCo

Oldbury Academy

Stour Vale Academy Trust

0121 533 3750

Closing Date: Monday 21st September 2026 at 9.00am

Interviews: TBC

Oldbury Academy is a large, thriving and welcoming secondary school in Sandwell where we provide excellent academic and pastoral support for our pupils.

Our success is built upon our CARE ethos, ensuring all members of our community feel valued, supported and cared for and this includes all of our amazing staff. We are looking for committed and passionate staff who share our values and ethos.



Our aspirational staff provide opportunities in a wide number of areas, genuinely care for and about our children and work hard to ensure strong relationships are in place, with a real sense of belonging. We believe in helping all students flourish and achieve their full potential in readiness for the next stage of their educational journey.

Oldbury Academy offers a wonderful professional opportunity to work alongside an excellent team of committed, professional and aspirational staff. We are fully committed to ensuring that our school is a place of learning where people are happy, healthy and successful.

Pastoral care for pupils is strong and relationships between staff and students reflect this. We have high expectations of ourselves and our students and I am proud to say this is very evident in school. I strongly recommend visiting us to see for yourselves.

Our vision 'CARE' underpins all that we do at Oldbury Academy.

- Celebrate together
- Achievement for all
- Respecting each other

- Expectations to succeed

We have a dedicated Safeguarding Team who work closely with pupils and families ensuring they receive the best possible support at all levels.

Oldbury Academy offers pupils a wide variety of educational trips throughout the school year including several reward trips. The OA Promise is where we guarantee our students the opportunity to experience significant cultural events and experiences such as learning First aid, visiting a museum or learning a musical instrument and further enhances the cultural capital our students experience.

Pupils study an ambitious curriculum where there is a great deal of collaborative planning specifically designed to support staff, with workload an area staff comment on very positively. Staff are reflective in their practice and the levels of support available for all staff members is something else we are very proud of.

Teachers share high expectations of behaviour. We expect pupils to focus on their work, understand the school's values and what is expected of them. They respond positively to these expectations. As a result the school is an orderly, calm and positive environment. This helps pupils to concentrate on their work whilst promoting a feeling of safety and happiness.

Students tell us that bullying is very rare, but when it does happen, it is effectively dealt with.

I believe Oldbury Academy is a wonderful place to work and would strongly urge anyone considering a position here to visit the school, meet with me and other key staff to help you understand if we are the school for you.

Job Description

Teaching and Learning Practitioner

Core Purpose:

- Assist in the educational, personal and social development of designated students under the direction and guidance of relevant colleagues (e.g. the Headteacher, SENDCO, phase leaders and class teachers) supporting and complementing the work of classroom teacher(s)
- Support students by adopting relevant strategies and techniques to enable them to access the curriculum, engage with their learning and achieve their full potential.
- Implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to students' responses as appropriate.
- Deliver measurable impact on pupil attainment as well as social and emotional well-being.
- Work collaboratively with relevant colleagues to fulfil the requirements of the role.
- The duties of the Teaching and Learning Practitioner will be determined by the Head Teacher, or appropriate senior leader, and will be arranged to meet the needs of the school and pupil(s) being supported. This may involve working in small groups or on a 1:1 basis and may include supporting pupils with an Educational Health Care Plan (EHCP).
- Employ developed strategies and techniques acquired through specialist knowledge/ experience to support students in accessing the curriculum, engaging with their learning and achieving their full potential.
- Provide specialist support and expertise in one or more areas in order to advance learning. For example:
 - an aspect of the curriculum
 - age range or key stage
 - SEND
 - EAL
- Provide cover for groups and classes as required and in line with relevant development and/ or experience.
- Support, advise, coach and/ or monitor less experienced support staff or students, as required.
- Will include delivery of pre-prepared lessons as well as planning, preparing and delivering learning activities for individuals, groups and whole classes and will supervise groups or whole classes in the absence of a teacher.

Legal and Statutory Requirements

The Teaching and Learning Practitioner's professional duties must be carried out in accordance with the following:

- The Stour Vale Academy Trust scheme of delegation

- The provisions of all applicable legislation
- Keeping Children Safe in Education (KCSIE)

Main Activities

Supporting Learning

- Under the direction of the class teacher, support and supervise pupils undertaking designated activities in a group or on an individual basis and to assist their learning and development by:
 - Clarifying and explaining instructions.
 - Facilitating the use of appropriate scaffolding for learning.
 - Mediating language as required.
 - Implementing specific strategies identified on individual support plans or EHCPs.
 - Reinforcing relevant aspects of the planned teaching programme, particularly literacy and numeracy.
 - Being sensitive to the requirements of all pupils and encouraging their participation and independence.
 - Assisting pupils with the appropriate use of materials and resources, including ICT applications.
 - Nurturing the development of emotional literacy and social communication skills.
 - Encouraging and building pupil resilience and self-esteem.
- Contribute to the identification and selection of pupils for specific interventions, for example social skills, literacy and numeracy.
- Delivery of specific whole school interventions.
- Effective use of positive behaviour management techniques and strategies with support where required. Encourage pupils to take responsibility for their own behaviour.
- Provide learning activities for individuals and groups under the direction of the teacher, differentiating and adapting programmes to suit the needs of allocated pupils.
- Adapt communication style and language to suit individual pupils and their specific needs. Demonstrate skill and a range of techniques to enable inclusion and responsiveness to the individual.
- Employ specialist techniques and strategies, developed through experience to support pupils to achieve their targets.
- Plan and evaluate specialist learning activities with the teacher.
- Provide specialist support e.g. SEN, EAL or in a particular learning area.
- May be involved with organising and implementing individual development plans for pupils e.g. IEPs, including attending reviews.
- Work in partnership with teachers to ensure that individual learning needs are met, discuss student progress, and share strategies and concerns. Liaise and decide on appropriate strategies with differentiation to allow individuals to fully access the lesson.

Resources

- Select and adapt appropriate resources/methods to facilitate agreed learning activities.
- Arranging/providing resources for lessons/activities under the guidance of the teacher.
- Identify, select, prepare and clear away classroom materials and learning areas ensuring they are available for use, including developing and presenting displays.
- Produce or adapt bespoke resources and learning materials which may be specialised or targeted for use in intervention groups or in lessons.
- Highlight and recommend specific resources that may be used to support pupils.
- May handle small amounts of cash e.g. for school visits and/or monitor stocks/supplies for the classroom.
- Photocopying, filing, and preparing resources for lessons as directed by the teacher.
- May maintain and monitor stocks/supplies.

Exams, educational visits and other supervision

- May invigilate exams and tests.
- May assist escorting pupils on educational visits.
- May assist with break time supervision including facilitating games and activities.

Personal and welfare support

- May assist pupils with dressing, hygiene and eating whilst encouraging independence.
- May guide and support pupils in their personal, emotional and social development, reporting any problems to the teacher.

Systems, policies and procedures

- Contribute to maintaining a safe environment.
- Responsible for the careful and safe use of equipment.

Team involvement

- May demonstrate own duties to new or less experienced staff.
- May support, advise, coach and/or monitor less experienced teaching assistants, students, volunteers.

Building relationships

- Establish and maintain relationships with families, carers and other adults and external agencies as appropriate (e.g. therapists).
- Shares information about pupils with other staff, parents/carers, internally and externally

- Liaise sensitively and effectively with parents and carers, recognising their roles in pupils' learning.
- Promote the inclusion and acceptance of all pupils, staff and stakeholders.

Record keeping and information management

- Communicate knowledge and understanding of pupils to other professionals to facilitate informed decision making about required intervention and provision. This may include engagement with external agencies and specialist support.
- Assess, record and report on the development, progress and attainment as agreed with the teacher.
- Provide targeted and focused support and feedback to pupils as a result of effective monitoring and assessment techniques. Assess, record and report their achievements, progress and development.
- Active role in the implementation of Educational Health and Care Plan (EHCP).
- Ensure all written and electronic records and reports are accurate, comprehensive and timely.
- Monitor and record pupil responses and learning achievements.
- Write reports and record confidential pupil data as required.

Other

- Take responsibility for promoting and safeguarding the welfare of children and young people within the school in line with reporting policies and procedures.
- Supervise children during break and lunchtime, as required.
- Identify and pursue opportunities to learn, develop and share best practice
- Have high expectations of behaviour, promoting self-control and independence for all children, working within our behaviour policy.
- Be aware of, and comply with, policies and procedures relating to safeguarding, child protection, health and safety, confidentiality and data protection, recording/ reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall vision and values of Stour Vale Academy Trust;
- Attend and participate in meetings, training and other learning activities and performance development as required;
- Any other duties commensurate with the duties/responsibilities/grade of the post

Duties may vary according to the organisational structure within the school. The structure may include additional posts that are focused on either delivering or supporting the delivery of one or more of the responsibilities outlined above.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher/senior leader to carry out appropriate duties within the context of the job, skills and grade. It is the practice of Stour Vale Academy Trust to periodically review job descriptions to ensure that they relate to the job performed and to incorporate any changes. In these circumstances, Stour Vale Academy Trust will seek to reach agreement on reasonable changes but, where agreement is not reached, Stour Vale Academy Trust reserves the right to make changes to the job description, following consultation.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether “spent” or “unspent”. Criminal convictions will only be taken into account when they are relevant to the post.

Person Specification

Teaching and Learning Practitioner

No	Categories	Essential	Desirable
QUALIFICATIONS			
1.	NVQ level 2 in Maths and English (or equivalent).	◆	
2.	Qualified to Level 3 Teaching Assistant.	◆	
3.	Other relevant training.		◆
EXPERIENCE			
6.	A good understanding of learning and the process of learning.	◆	
7.	Experience of supporting children's development and progress in an educational setting.	◆	
	Experience with SEND children and challenging behaviour.	◆	
	Experience of running intervention programmes.		◆
ABILITIES, SKILLS & KNOWLEDGE			
8.	Able to support pupils' learning on a one-to-one basis, or in groups, including the provision of specialist support for SEND students, as appropriate.	◆	
	A good understanding of learning and the process of learning.	◆	
	IT and keyboard skills to allow recording and reporting on the development, progress and attainment of pupils.	◆	

	• Able to assist with the development of individual development plans for pupils e.g. IEPs.	◆	
	• A good understanding of safeguarding in an educational setting.	◆	
	• Able to communicate at all levels both verbally and in writing.	◆	
	PERSONAL QUALITIES		
	• Ability to relate well to adults and pupils.	◆	
	• Ability to organise self and others.	◆	
	• A calm, positive nature.	◆	
	• Commitment to safeguarding and promoting the welfare of children and young people.	◆	
	• Genuine respect for others and desire for equality of opportunity and diversity.	◆	
	• Ability to work as part of a team understanding Trust roles and responsibilities and your own position within these.	◆	
	• Can-do attitude and solution-focused approach with an ability to manage expectations and not over promise.	◆	
	• Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust.	◆	



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CONTACT US

For informal talks please contact:

Mrs Debbie Collins
SENCo
Telephone: 0121 533 3750

Please visit our website: <http://www.oldburyacademy.org.uk>