

Teaching and Pupil Support Assistant

Courtlands School



Dear prospective candidate,

Thank you for taking the time to look at our Teaching and Pupil Support Assistant position at Courtlands School.

Courtlands is a friendly and ambitious school which is part of Transforming Futures Trust in Plymouth which caters for primary aged children (4-11) with Moderate Learning Difficulties, communication and interaction needs and Social, Emotional and Mental Health needs. Our innovative curriculum is based on meeting individual's needs rather than schemes of work, and it provides a wide range of curriculum and therapeutic input.

Our children love coming to school and enjoy all that we have to offer, through curriculum and therapies, but most of all the personal relationships they have with their peers and us. They tell us that they feel very safe and well cared for and proud when they make progress. They behave exceptionally well when calmly and consistently supported to reflect on their own needs and learn to empathise with others and to be proud of their own achievements.

We are looking to recruit an outstanding Teaching and Pupil Support Assistant to join the team. We are looking for people with a real passion for working in an environment with complex but rewarding children in a supportive and compassionate environment. You will complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/groups or short term for whole classes and monitoring pupils and assessing, recording and reporting on pupil's achievement, progress and development. The successful candidates will demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) and use effective behaviour regulation strategies consistently in line with the school's policy and procedures.

We can offer you a motivated and skilled staff team and a real opportunity to make a difference to the future of our wonderful children and school. You will receive training in a wide range of areas and mentoring from a line manager and Leadership team whose door is literally open all the time.

For the last 5 years we have been on a journey to become a trauma informed community, responding to the adverse childhood experiences of many of our pupils, including challenging school experiences before being matched with the right setting for them. We believe that *every* interaction, no matter how fleeting, is the opportunity for an intervention to help our pupils grow as people who know how awesome and valued they are, especially at times they are struggling and communicate through unkind or unsafe behaviour. We want staff who see the children's challenges for what they are, who can use PACE with the best of them, and can remain calm under pressure.

Find out more about who we are and what we do on our website: <https://www.courtlands.transformingfutures.org.uk> where you will be able to download an application form and job description from the Vacancies section

Sarah Dodds
Head of School



Who We Are

Courtlands School caters for primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH) and other complex needs including autism, ADHD, speech and language difficulties and those impacted by trauma.

Courtlands is a remarkable school with a real feel of positivity, acceptance and camaraderie. You see targeted therapies many other schools do not offer and a curriculum that is designed to meet the additional needs of our pupils. You see learning organised to meet the developmental needs of the children and we have the confidence to buck the trend, stand out, and to aim for the outstanding.

We have a maximum of 100 children here at any one time ranging in age from 4 to 11 years old. We take pupils from Plymouth, Devon and Cornwall and we welcome prospective visits from interested parents, SENDCos or Local Authority Officers.

We have small classes of no more than ten children with high levels of adult support so that our children can make excellent progress. We look at the whole child and help them to improve both their academic achievement and their personal wellbeing. This means that we help them to socialise, eat and play independently, become more active and have better coordination. We help them to learn to swim, ride a bike and look after themselves in every way. Our children make excellent progress and really enjoy coming here as can be seen through their smiles and obvious love for learning.

The levels of progress made by our pupils is significantly above national expectations for like pupils, our attendance is in the top 1% of special schools nationally and our exclusion levels in the lowest 1% nationally. We are a truly inclusive school who believe that the children have a right to have their needs met and not feel excluded from anything.

Our curriculum has been designed from the 'ground up' to meet the needs of the children. Whilst it is based on the National Curriculum, we have adapted and added to what you could expect in a mainstream school. We use specialist approaches such as TEACCH, Makaton, Attention Autism, Precision Instruction and many more to help our children to access the curriculum. We have a unique outdoor environment which we use to teach children the value of relationships and transferable skills. We use outdoor activities such as forest school, mountain biking, and problem solving to enhance our wellbeing curriculum and teach our pupils resilience, teamwork, adaptability and perseverance – all life skills that they will need to be successful in the 21st century jobs market.

We have a team of complementary therapeutic workers who provide for the wider needs of our pupils from their emotional needs, through their medical needs to their sensory needs. We use expertise from our school-based occupational therapist and play therapist, and other professionals such as speech and language therapists, CAMHS and paediatricians to design bespoke packages for some of the most disadvantaged children in the area.

We have a reputation for flexibility and making the impossible possible.

Welcome

Thank you for your interest in a role within Transforming Futures Trust. This is an exciting time for the organisation. I hope this brief introduction gives you an understanding of why.

Transforming Futures Trust is made up of four academies in the Southwest of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND). The trust was first formed some time ago. It is now an innovative, secure organisation that is increasingly working alongside local areas to contribute more to the SEND system across Devon, Cornwall and Plymouth.

Although all our academies meet the needs of children and young people with differing needs, Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our academies which supports the wellbeing and development of all children and young people, staff, parents/carers and stakeholders and the wider communities they are a part of.

Transforming Futures Trust works with children for whom mainstream education is not right: those who have SEND, some with challenging behaviour; children with mental health concerns; students who find the traditional setting of a school intimidating. This is why the people who work for us are highly committed to a core principle that all learners, whatever their ability or background, get the best education possible.

Under the strong, collaborative and considered leadership in our academies, staff benefit from being members of tight communities that work together to achieve the best possible outcomes for children and young people. As the trust develops, so does the way we plan to ensure all staff meet their full potential. Professional development and protecting staff wellbeing are priorities for the trust. This means you can rely on the fact we will ensure you will benefit from a smooth induction and suite of training tailored specifically for you.

As a trust we pride ourselves on the impact we have had on many pupils' outcomes. I hope this introduction demonstrates why we think this is a great trust to work for.

We would strongly encourage you to visit our academies and see first-hand the purposeful environments within them.

Mark Ruffett

Executive Head Teacher





About Us

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Our core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Head teachers, School staff, parents/carers, stakeholders and the wider communities they are a part of.

We have proven educational practice and strong leadership which has enabled us to develop new provisions across the South West to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils within the Trust and beyond through school-to school support.



Governance, Responsibility and Leadership

The mission of the Trust is to do our very best for learners. Our schools meet high standards and all of them achieve excellent outcomes. There is one overall leadership team which is responsible for this. It has three parts:

- **The Trust Board** has a Chair and Trustees with a wide range of experience and skills to govern the Trust to a very high standard. They are responsible for setting the Trust Strategy and making sure our schools are effective.
- **The Executive Team** implements the Trust's strategy and policies. They make sure that all processes run smoothly and efficiently. Our new executive team is making great strides in reducing costs and improving quality.
- **The Senior Leadership Teams** ensure that every student has the best possible experience at school. This includes learning, personal development and skills for their next steps in life. This may be to a mainstream setting, to a next school or further education, or into employment.

These three teams work together to help our students achieve the best possible outcomes for themselves and their communities.

Our Vision

We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our pupils at the heart of everything we do.

Our Values

**Valuing the individual
and our service to them**

**Compassion and
caring for everyone**

**Professional
excellence in all we do**

**Valuing growth and
releasing potential**

Celebrating Success



Feedback

“The relationships we have with the students are really strong” Teaching Assistant

“It's been so nice having him at ACE, with all the support he has been given” Parent

“The changes over the last year have been very positive and much appreciated. I feel supported rather than pressurised” Teacher

“TFT is just brilliant. I couldn't ask for a better school. You work miracles” Parent


“I think the whole term has been a good news story, my students have been amazing demonstrating positive attitudes, resilience, patience, understanding, humour and a great work ethic and I truly believe that we are transforming futures” Teacher

“Having worked for TFT for only a short time I have been impressed at how the students are supported” Teaching Assistant

“The work we do at TFT is brilliant and I am delighted to have joined the team this September” Teacher

“My son is loving it. He has changed dramatically particularly in his confidence levels. I wish he could have come sooner” Parent

“I feel supported in my role by the SLT, my line manager and the team of staff I work with. The role is extremely challenging, which is why that support is so important” Pastoral Lead



About The Role

Job Title: Teaching and Pupil Support Assistant

Salary Range: Grade C - D - £19,316.74 to £20,253.78 per annum

Hours: 32.5 per week

Term time only

Contract Type: Permanent

Hours:

Monday, Thursday and Friday: 8.45am – 3.30pm

Tuesday: 8.45am – 4.15pm

Wednesday: 8.45am – 4.00pm

The school reserves the right to make changes to this pattern, but extensive notice would be provided.

Job Description

Job Purpose

To contribute to the school's passionate belief that behaviour is a form of communication and as such be committed to relationships with children which foster empathy, and which are based on playfulness, acceptance and curiosity.

Under the direction/instruction of Senior Staff, provide general support to students and staff, including preparation, routine maintenance of resources/equipment.

Responsibilities

Support for students in accessing learning activities across the curriculum including Learning Outside the Classroom, as directed by Teacher/Senior Staff to include:

- Support and encourage students to engage in learning activities both inside and outside the classroom, and promote positive relationships between all in the school community
- Use effective behaviour regulation strategies consistently in line with the school's policy and procedures
- Work with other schools, educational psychologists, health and social care professionals, and other external agencies as appropriate
- Secure relevant resources for pupils
- Assist with the supervision of students during off-site activities
- Be aware of, and comply with Policies and Procedures relating to: - Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
- Communicate regularly with staff, parents, carers and agencies
- Support children who are in crisis
- Be an effective model of the expected behaviour of students, communicating using trauma informed and trauma sensitive strategies.
- To support in the development of Individual Education Plans
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals, and maintain positive working relationships
- Attend relevant meetings as required
- Participate in training, learning activities, performance development, and maintain record of own professional development
- Ensure records are maintained and kept up to date

General Duties

Your duties will include:

- Promoting independence
- Employing a range of strategies to recognise and reward achievement of self-reliance for pupils/students
- Using specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Provision Maps
- You will be responsible for keeping and updating records and for the marking of pupils' work
- Recording achievement/progress
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities
- Undertake activities to assist teachers in the delivery of the curriculum
- Carry out duties with the Pupil and Family Support Team
- Promote and ensure the health, safety and appropriate behaviour of pupils/students at all times
- Support the teacher by assisting in the production of lesson/work plans, worksheets etc. within an agreed system of supervision
- Liaise with parents/carers as agreed with the teacher
- Provide objective feedback and reports, as required, to the teacher on pupil achievement, progress and other matters
- Prepare and maintain curriculum equipment/resources as directed by the teacher to meet lesson plans/relevant learning activities
- May be required to assist in the handling of small amounts of money related to various school events, which are then handed over to school office staff for processing
- Operate office equipment in the provision of clerical and administrative support e.g. photocopier
- Provide short term cover for the absence of the teacher
- Support the intimate care and administering medicines to identified individuals within an agreed safeguarding structure
- Provide support for pupils with inventions as and when required
- Undertake other duties appropriate to the grade of the post

Demands

- There will be some emotional stress experienced through exposure to pupils whose emotional challenges and difficult child protection/welfare issues which may cause the child to become angry or upset. Some lifting, stretching and physical effort required for the preparation of resources and clearing away afterwards. The role requires the post holder to use restrictive physical intervention as a last resort.
- The post holder will be required to concentrate for most of the day whilst carrying out duties.

Working Conditions

- The post holder will be exposed to pupils communicating high levels of dysregulation through their emotional dysregulation.
- The post holder mainly operates within classroom-based conditions and there is regular background noise. There may be some exposure to environmental conditions if supervising pupils/students outside and during off-site activities and school trips. There may be the need to deal with bodily fluids when providing personal care to pupils.
- The post holder will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the post holder will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the Senior Leadership Team.

Skills & Job Knowledge

- Post holder will be required to solve varied problems, such as those arising from classroom management and the care and support of pupils. In conjunction with the class teacher the post holder will be devising work plans and lessons up to several weeks ahead.
- Post holder will be advising and guiding the pupils on a daily basis. Effective written and oral communication skills required to liaise with pupils, other staff, and parents and outside agencies and professionals.
- Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students.
- Act, at all times, in accordance with appropriate legislation and regulations, codes of practice, the provisions of the MAT's constitution and its' policies and procedures.
- Undertake all duties with due regard to the equalities policy and relevant legislation.
- Work within the requirements of the MAT's Health and Safety policy, performance standards, safe systems of work and procedures.

Qualifications

Essential

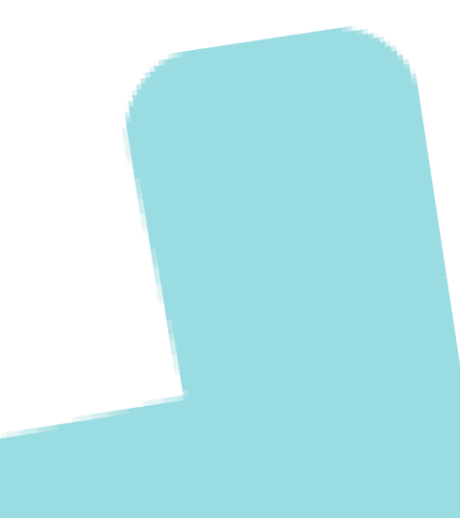
- Minimum Qualifications required for this role include GCSE's grades A – C in Maths and English, or equivalent qualification
- Relevant experience of supporting children with complex SEND needs including SEMH, Cognition and Learning, ASC and Attachment Difficulties

Desirable

- Minimum NVQ Level 3 in Supported Teaching and Learning or equivalent
- Experience of working with pupils with SEMH or other SEN in a school or other setting

Personal Qualities

- Patience, acceptance, curiosity, and empathy with and for the children
- Team player
- Punctuality and reliability is essential
- Resilience, energy, and a solution focussed attitude
- Confidentiality
- A strong work ethic will need to be demonstrated



Our Schools

Alongside Courtlands School, Transforming Futures Trust is made up of two more academies based in the South West of England. All our academies provide for children and young people who have special educational needs and/or disabilities (SEND).



ACE Tiverton is a new specialist secondary school, educating students with ASC and linked social, emotional and mental health needs. Our learning family is built upon strong, trusting relationships, a deep sense of belonging and high aspirations for our students in every area of their lives. We challenge everyone in our school team to embrace learning, take risks and be the very best they can be.



ACE Schools, based over three localities, is an alternative provision academy based across Cornwall, Plymouth, and Devon. We support up to 500 pupils each year ranging from Year 1 to Year 11. Pupils that we work with often have complex needs and don't currently attend mainstream or special schools' settings. Our aspiration for all pupils is that we can support them to return to a specialist or mainstream settings and our focus is providing our young people with the skills necessary to make this transition successful.



Mount Tamar is a school for children who have an Educational, Health and Care Plan (EHCP) describing Social, Emotional and Mental Health (SEMH) and/or an Autism Spectrum Condition (ASC). We have children on roll from Y3-Y11. We are a community of approximately 100 pupils and 100 staff over 4 sites in the Plymouth area. Our main Primary and Secondary School site is at Row Lane in Higher St. Budeaux in the north of the city.



What we are learning today

SENSORY A

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Harley

1. I can identify the different parts of a flower.

2. I can describe the different parts of a flower.

3. I can draw a flower.

4. I can color a flower.

5. I can write the name of a flower.

Working With Us



Transforming Futures Trust is a great place to work - across our schools we have over 300 talented members of staff, in a variety of teaching and support roles. Our alternative provision and special school academies are nurturing, inclusive communities which combine creative and engaging learning opportunities with a culture of respect.

The Trust attracts people who are up to the challenge of working in our innovative and exciting environment to improve outcomes for children and young people. The rewards are seeing the difference we make every day and being part of a caring and supportive team.

As a large alternative provision that is part of a Trust we can offer you as future employee many exciting benefits:

SCHOOL DAY

The school day for pupils runs from 9.00am – 3.10pm

VIVUP

Vivup's Wellbeing and Employee Assistance Programme provides expert support when you need it most. With 24/7 telephone support available 365 days a year and access to face-to-face counselling, you can be sure that help is on-hand for whatever life challenges staff may face.

You can access the EAP via their online health portal or give them a call on 03303 800658.

Vivup also offers a range of discounts and benefits via their mobile app.

CPD

All members of staff have CPD sessions that take place weekly

INDUCTION AND QUALIFICATIONS

When you join us, you will be given an induction to our school and provided with Safety Intervention (physical intervention training) as part of this induction. This induction will continue with a comprehensive package which includes, trauma informed practice and in-depth safeguarding training.

DELT SHARED SERVICES

Delt provide management and assistance in IT, HR, Finance and Estates functions for Transforming Futures Trust. Staff within these teams may work for Delt but they support Transforming Futures Trust solely.