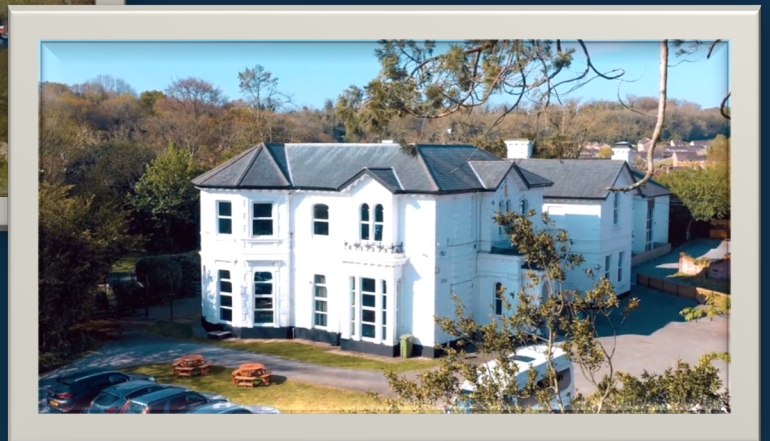




# School for Inspiring Talents

Care · Nurture · Inspire

## Candidate Pack



[www.sfit.org.uk](http://www.sfit.org.uk)

# Welcome to School for Inspiring Talents

## Mark Escott: Co-founder



Mark is the Co-Founder of Life Chance Education, specialising in working with young people and families who have experienced trauma. His life story and philosophy informed his best-selling book *'One More Life Chance'*.

Despite a troubled childhood he progressed to an impressive career as a child & adolescent behaviour specialist, working therapeutically with young people and families within the Health & Education sectors.

In 2011 he set up Life Chance and School for Inspiring Talents, an innovative independent therapeutic school based in Devon. Hugely successful, it was the first school in the UK to be awarded the Trauma and Mental Health Informed Schools Award. Today, SfiT continues to transform the life chances of children and young people in our communities.

## Pete Jenkins: Principal



At School for Inspiring Talents, we believe in supporting each and every student to achieve their fullest potential.

Our specialist educational staff, Multi-Disciplinary Team and business support colleagues work together to create a nurturing environment for our students who all have difficult or complex life stories and have experienced trauma.

Our core values are to **'care, nurture and inspire'** and these values underpin our award-winning therapeutic approach to education, enabling children to overcome many of their barriers to learning.

As a school we aspire to be outstanding, leading the way for our students to develop a bright future. This is exemplified in our school motto **'be the best we can be'**, encouraging our whole school community to excel.



## Working for School for Inspiring Talents

Our staff are very special – dedicated, passionate and always willing to go above and beyond to ensure that the young people we support receive the best possible care.

The challenges and adverse childhood experiences faced by many of our young learners mean **we approach education in a more adaptive way than mainstream** primary / secondary schools. Our class sizes are small, with learning spaces that offer plenty of break-out spaces, safe calming sensory spaces and beautiful open-air areas to facilitate the regulatory benefits of being outdoors! **Our curriculum and timetables are designed around each individual child, to meet their personal, emotional and wellbeing needs as well as their educational ambitions.**

We know that working with our young people can be challenging as well as hugely rewarding – so **staff wellbeing is a central part of our ethos.** We want to acknowledge how important staff are, which is why we developed an **Employee Wellbeing & Benefits programme** tailored to helping people personally, professionally and financially. We also have initiatives such as ‘finish early Fridays’ and ‘Wellbeing Wednesdays’ to help staff maintain their resilience and de-stress!

Your opportunities for personal growth, training and professional development are encouraged via our **CPD programme**, but also by the holistic way we work, with our multi-disciplinary team such as therapists and mental health practitioners embedded within the school. Staff come from a range of backgrounds and disciplines, but all share a genuine desire to create **a positive, supportive atmosphere**, and to encourage improvement and growth in a professional, measurable way.



**Shortlisted for the NASS Awards 2023**  
Outstanding Impact



**TES Awards 2022**  
Shortlisted for Specialist Provider of the year.



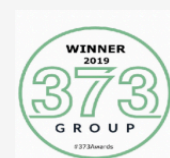
**Trauma Informed Schools UK**  
The first UK school to achieve this award.



**Exeter Living Awards 2023**  
Winners of the Education category.



**Emotional Wellbeing & Positive Mental Health Award**  
We have maintained this standard since 2022/23.



**373 Group Business Awards**  
Winners – unsung heroes.



# Job Description & Person Specification

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## 1:1 Learning Support Assistant – Literacy Interventions

- Job Title:** 1:1 Learning Support Assistant – Literacy Interventions
- Hours:** 8:30 – 4:30 Monday – Thursday 8:30 – 4:00 Friday
- Salary:** £19,000 - £22,000 actual salary working term time only – 39 weeks per year (22,660 - £26,239 FTE) dependent on experience
- Duration:** Permanent & Term Time
- Reports to:** Teacher/ Deputy Principal

### Key Role Purpose:

- Work under the guidance of the Deputy Principal and class teacher in the planning and implementation of work programmes with individuals or groups of pupils with special needs.
- Provide general support to the class teacher in the management and organisation of pupil(s) with special needs in the classroom.
- Assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment.
- Promote the inclusion of all pupils, ensuring they have equal opportunities to learn and develop.
- Responsible for promoting and safeguarding the welfare of children and young people within the school.

### Leadership & Management

- Provide support for pupils' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- Operate within agreed legal and ethical boundaries particularly in regard to child protection.
- Carry out duties in accordance with health and safety legislation and school policies.

### Teaching, Learning & Outcomes

#### *Support for Students*

- Support working relationship with the students, acting as role model and setting high expectations.
- Support students with special needs in the most effective way.
- Support students with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education targets.

- Facilitate students' access to specialist provision as indicated by statement of special needs.
- Encourage students to interact and work co-operatively, ensuring all pupils are engaged in activities.
- Provide support in the delivery of the Curriculum as appropriate.
- Promote the safeguarding the welfare of children and young people within the school

#### *Support for the Teacher*

- Work closely with the Executive Principal/Head of School and class teacher to assist in the planning, development and delivery of all areas of the curriculum.
- Work under supervision of the Executive Principal/Head of School and class teacher to support the learning, social, emotional and physical development of the students.
- As required, prepare the classroom/outside areas for lessons, ensuring that specialist resources and equipment are available as necessary and cleared away at the end of the lessons as appropriate.

#### *Support for the School*

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, SEN/Inclusion and data protection, reporting all concerns to the appropriate named person.
- Attend relevant meetings and participate in training opportunities and professional development as required.
- Provide support for students' emotional and social needs by encouraging and modelling positive behaviour in line with school policy.
- Accompany teaching staff and students on educational visits, trips and out of school activities as required within contracted hours and to take responsibility for special needs students under the supervision of the teacher.
- To assist with the general pastoral care of special needs students, including helping students who are unwell, distressed or unsettled.
- Adhere to school health and safety policy including risk assessment and safety systems.

#### *Support for the Curriculum*

- Assist in the development of basic Literacy, Numeracy and ICT skills where appropriate and support the use of these learning activities as directed by the class teacher.
- Help adapt and plan the development of resources necessary to assist in learning activities of children with special needs, taking into account pupils' interests, language and cultural backgrounds.

### Professional Partnerships

Work closely with key members of staff to ensure that the needs of the children are met, including contributing to policies and practices that will promote inclusion and engagement.

### Personal & Professional Development

Shaping Self and Others - actively engage with a full range of CPD opportunities, particularly those relating to:

- The advancement of SfIT
- The development of personal leadership qualities
- The development of pedagogical knowledge in specialist areas.

Keep abreast of local and national initiatives, guidance and legislation that relates to SEN, alternative provision and education as a whole with a view to implementing and developing as necessary.

### Other Professional Duties

- Undertake broadly similar duties as may be required from time to time as directed by the Executive Principal/Head of School and that are commensurate with the post grade.
- Represent the company positively at any local/regional or national events.
- Work to ensure all job requirements are met whilst maintaining appropriate work life balance.
- Promote inclusion and equality of opportunity for all students in accordance with school policies

### Qualifications & Experience:

#### *Essential*

- Good numeracy and literacy skills.
- Experience of working with relevant age groups within a learning environment.
- Experience of working with children with additional needs.
- Experience of general clerical/ administrative work.
- Training in relevant strategies in curriculum or learning area.
- Working knowledge of national curriculum and other relevant learning programmes, including Read Write, recent CPD related to curriculum and/or SEND e.g. phonics training, autism awareness etc.

#### *Knowledge*

- An understanding of classroom roles and responsibilities.
- Working knowledge of national curriculum and other relevant learning programmes.
- Good working knowledge of relevant policies and codes of practice and awareness of relevant legislation.

#### *Desirable:*

- Recent experience of working with children in education, social work, welfare, health, family or children's centres, school or local authority, service setting or the voluntary sector

## Skills:

### Ability to:

- Deal successfully with situations that may include tackling difficult situations and conflict resolution.
- Work successfully with a range of external agencies.
- Engage constructively with, and relate to, a wide range of young people and their families with different cultural and social backgrounds.
- Deal with difficult situations and/or individuals in a calm, fair but effective manner. Handle sensitive issues in confidence
- Work well as part of a team.
- Understand the principles of child development and learning processes and in particular barriers to learning.
- Observe, monitor, record and provide constructive feedback on student progress.
- Contribute to/plan effective actions for students at risk of underachieving.
- Build and maintain effective relationships with students, treating them equitably with respect and consideration.
- Understand the roles of parents/carers in students' learning.
- Demonstrate ability to liaise with parents/carers sensitively and effectively.
- Successfully complete first aid training as required.
- Show competence in IT usage across a range of media

## Personal Qualities:

- Flexible & Adaptable
- Calm under pressure
- Reflective Practitioner
- Relating positively to and showing respect for all
- Able to work as part of a team and use own initiative
- Relentless in the pursuit of improvement and believing that every child can achieve.

## Commitment:

- Ability and willingness to identify own training needs and participate in training and evaluate own learning
- Demonstrate a commitment to:
- Equalities
- Promoting the company and school's vision/ethos, contribute effectively to the work of Life Chance Education and its development strategy
- High quality, stimulating learning environment
- Members of the school and wider community
- Ongoing relevant professional self-development through regular coaching/supervision sessions
- Safeguarding and child protection

## General:

- Enhanced DBS clearance
- Full Driving License (desirable)
- Willing to work flexibly to meet deadlines and respond to emerging situations

# What do people say about us?

“School for Inspiring Talents appealed to me because they have a good understanding of the impact of trauma on a child’s development, which is exactly the struggle my daughter has.”

*Parent*

“I feel well supported by my colleagues and managers!”

*Teaching Employee*

“The School for Inspiring Talents is led with a strong moral purpose. Leaders and staff share a deep commitment to caring for pupils who have faced significant challenges in their lives.”

*Ofsted 2021*