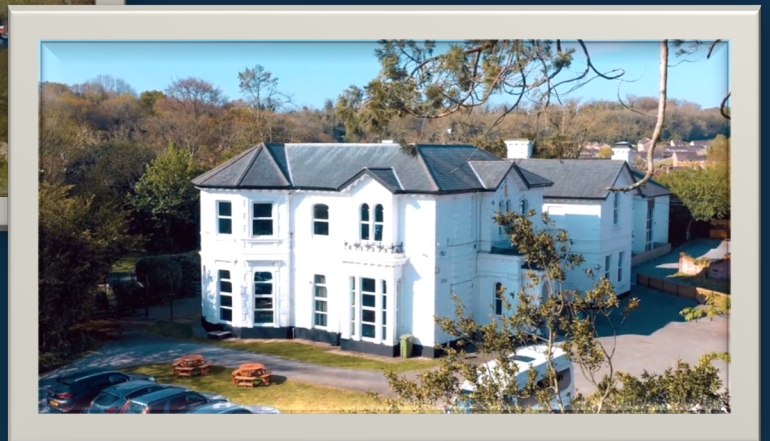




School for Inspiring Talents

Care · Nurture · Inspire

Candidate Pack



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.



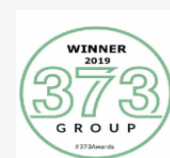
Trauma Informed Schools UK
The first UK school to achieve this award.



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

1:1 Learning Support Assistant - Outreach

Job Title: 1:1 Learning Support Assistant - Outreach

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:

We are keen to appoint a resilient and emphatic Specialist Learning Support Assistant who will be flexible and able to work dynamically to meet the needs of the young people in their care. The role involves working with specific students delivering outreach intervention sessions focusing primarily on emotional resilience and core academic learning.

We are looking for someone who will become a champion for the students with whom they work, being able to build nurturing relationships, whilst encouraging students to engage with learning, breaking down barriers and challenges with high expectations and an understanding of SEND.

For whoever fulfils this role, consistency and reliability is key.

We are looking for a skilled LSA who has a background in working with students with SEND or who has a proven track record working within an educational setting, confident in delivering targeted interventions. Training will be provided in Read Write Inc Phonics and Fresh Start where required– and the successful candidate will work closely alongside our class based SENDCo and Reading Lead. We would like for this candidate to understand mentalisation theory and/or be enthusiastic about learning more and embedding this into their everyday practice. The role will involve supporting students with their emotional health and where applicable, access to a blended curriculum.

Life Chance is committed to transforming our students, and their families' lives, which is why we have invested in the very best staff to support our mission. Benefiting from our own Multi-Disciplinary Team, this vacancy is a chance for an ambitious and passionate LSA, who constantly wants to develop their practice, with many training opportunities. As an organisation we place a strong emphasis on staff wellbeing and have an excellent employee benefit scheme. Ongoing supervision is provided to all our staff as a sign of our commitment to this.

You must demonstrate a commitment to:

- Equalities
- Promoting the company and school's vision/ethos, contributing 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

Teaching & Learning:

- Build working relationship with the students, acting as role model and setting high expectations.
- Work closely with the Outreach Teacher to assist in the planning, development and delivery of the outreach curriculum.
- Support students with special educational needs through the delivery of specific learning programmes and to contribute to setting individual education targets.
- As instructed and required by the Outreach Teacher, prepare for interventions ensuring that specialist resources and equipment are available as necessary.
- Help adapt and plan the development of resources necessary to assist in learning activities of students, taking into account students' interests, language level and cultural backgrounds.

Personal & Professional Development:

Actively engage with a full range of CPD opportunities, particularly those relating to:

- The advancement of SfIT
- The development of personal and professional qualities
- Attending relevant meetings and participate in training opportunities and professional development as required.

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 all times.
- Work flexibly to secure all the job requirements are met.
- 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.

Qualifications & Experience:

- Good numeracy and literacy skills (GCSE at a Grade 'C' / Level 4 or above)
- Experience of working with children and young people with additional needs, particularly SEMH – this could be in education, social work, welfare, health, family or children's centres, school or local authority, service setting or the voluntary sector.
- Experience of completing accurate and timely records.
- Working knowledge of national curriculum and other relevant learning programmes, including recent CPD related to curriculum and/or SEND e.g. phonics training, autism awareness etc.

Skills – the ability to:

- Deal successfully with conflict, de-escalating situations and having restorative conversations – managing difficult situations and/or individuals in a calm, fair but effective manner using mentalisation techniques.
- 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, consideration and advocating for them when required.
- Engage constructively with, and relate to, a wide range of young people and their families with different cultural and social backgrounds.
- Handle sensitive issues in confidence.
- Understand the roles of parents/carers in students' learning and 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:

- Can work well as part of a team but have the confidence and skills required for 1:1 working
- Flexible & Adaptable
- Calm under pressure
- 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.
- Consistent and reliable
- Ability and willingness to identify own training needs and participate in training and evaluate own learning

General:

- Enhanced DBS clearance
- Full Driving License and car

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