



TRC
THOMAS ROTHERHAM COLLEGE

Learning Support and Student Wellbeing Assistant

Closing Date: 2 March 2023

Interview Date: w/c 6 March 2023

Responsible to:	Head of Learning Support and Student Wellbeing
Responsible for:	Supporting students as directed
Salary:	Inspire Band D –FTE Salary is £21,575 to £21,968 Actual salary £19,033 to £19,380
Working hours:	37 Hours per week – Term time 195 days per year

Thomas Rotherham College is the largest sixth form college provider in Rotherham, South Yorkshire. We have a tradition of achievement and aim to provide a future of opportunity to all our students.

Our Centre for Learning and Study Skills (CLASS) offers a wide range of support to students on both level two and level three full-time programmes, this includes literacy, numeracy, study skills, ESOL, and specialist SpLD teaching. The work is varied and requires an individual approach to each student's support need. The range of courses include BTEC qualifications, A-levels and GCSEs.

The successful candidate will have high aspirations for the students' success and contribute in this supportive role to securing an outstanding learning experience for all students.

The College is part of Inspire Trust which includes Oakwood High School and Sitwell Junior School, a truly community-based Trust. As a Trust we are committed to developing a set of shared values through every aspect of our work. These values are the development of respect, responsibility, resourcefulness, resilience, reflection, risk taking and relationships.

We offer a positive working environment, we care about our students and we care about our staff. The successful

candidate will have the opportunity to be part of this, contribute to this culture and develop it further.

Closing date for receipt of applications is Thursday 2 March 2023 at 12 noon. Interviews will be held w/c 6 March 2023. Applicants are required to apply via our online application form which is available on our website at <https://www.inspiretrust.uk/vacancies/trc-vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments. We will not accept applications from Agencies. All candidates must complete our online application form in full.

Inspire Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers and volunteers to share this commitment. The Trust is an equal opportunities employer and operates a no smoking policy in all its workplaces. We undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Employees will, in accordance with statutory guidance, be subject to a comprehensive checking process including references from current and previous employers, right to work in the UK, an Enhanced DBS check and a further check against the appropriate barred list.



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**Inspire Trust is committed to...
Educational Social Responsibility
We are committed to a value led
educational provision.**



Inspire Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**

Underpinning this ethos, Inspire Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,
Reflection, Risk taking and Relationships***



Job Description and Person Specification

Main Purpose of Job

To help remove barriers to academic progress and provide individually tailored learning and personal support, both in the classroom and support provision area, to an agreed cohort of students. To work on a one-to-one basis with a caseload of students, referred by the Head of Learning Support. By providing additional support for students in danger of not fulfilling their potential, the role will complement the College's existing academic and pastoral support structures.

The post holder will be a key member of the Learning Support team and will work positively and proactively.

The post holder will work in collaboration with a range of staff across the College in the discharge of their duties and will at all times work within and contribute to the legal, regulatory and policy frameworks of the College and wider Trust.

All staff are required to work flexibly and in a way that encourages a positive work environment that is solution focused and proactive for all.

Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community. We build upon our strengths – together!

For the purposes of this Job Description and Person Specification, Trust is Inspire Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



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Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Role Specific Duties and Responsibilities	A	L	O
Attend to the students' personal needs and implement related personal programmes including social, health, physical, hygiene, first aid and welfare matters.	✓	✓	✓
Supervise and support students, ensuring their safety and access to learning.	✓	✓	✓
Establish good relationships with students, acting as a role model and responding appropriately to individual needs.	✓		✓
Promote the inclusion and acceptance of all students.	✓		✓
Encourage students to interact with others and engage in activities led by the teacher.	✓		✓
Encourage students to act independently as appropriate.	✓		✓
Deliver individualised Student Support Plans (PSPs) via 1:1 and group interventions	✓	✓	
Work with the teacher to determine needs of students and support the teacher in ensuring that the curriculum is accessible.	✓		✓
Be aware of student needs/progress/achievements and report to the Teacher and SENCO as agreed.	✓		✓
Undertake student record keeping as requested.	✓		✓
Support the Teacher in managing student learning.	✓		✓
Gather/report information from/to Parents/Carers as directed.	✓	✓	
Provide clerical/administrative support, e.g., photocopying, typing, filing, collecting money, etc.			✓



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Support students to understand instructions and access the curriculum.	✓		✓
Support students in respect of local and national learning strategies, eg, literacy, numeracy etc, as directed by the Teacher/SENCO.	✓		✓
Support students in using basic ICT as directed.	✓		✓
Prepare and maintain equipment/ resources as directed by the Teacher and assist students in their use.	✓		✓
Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.	✓		✓

2. Generic Duties and Responsibilities

Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include First Aid (training will be provided).

Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

Participate and contribute to Appraisal and the development of Service Delivery Plans and Operational Schedules.

All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal Training and Planning events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

Establish constructive relationships and communicate with others (inside and external to the Trust).

Organise and support Academy and Trust events as requested.

Any other reasonable and appropriate duties as directed by Senior Staff at any Trust Academy.

All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.



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Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training / Experience	Essential	MoA
GCSE English and Maths at grade C or above or equivalent (GCSE Science is also preferred).	✓	AF
Evidence of qualities that would suggest suitability for working with and supporting the needs of students.	✓	AF
A commitment to future training and development.	✓	AF
2. Support for Learning	Essential	MoA
Willingness to meet intimate personal care needs of students.	Desirable	AF, I
Interest in the educational provision for students with specific needs.	✓	I, R
Knowledge of educational developments.	Desirable	I
Evidence that suggests commitment to student success and achievement.	Desirable	AF, I, R
Evidence that suggests a commitment to classroom and one to one support.	✓	AF, I, R
Experience of using IT in the classroom.	✓	AF, I
3. Personal Qualities	Essential	MoA
Conscientious, honest and reliable.	✓	I, R
Able to make carefully considered decisions.	✓	I, R
Ability to work on your own initiative.	✓	R
Ability to communicate with a range of adults and students.	✓	I, R
A commitment to self-improvement.	✓	AF, I
Capacity to motivate, inspire and challenge young people.	✓	I, R
Self-motivated, enthusiastic and able to work on own initiative.	✓	AF, I, R



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Ability to establish and maintain good relationships with a range of adults and students.	✓	I, R
Inclusive.	✓	AF, I, R
An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
Ability to identify risks within personal objectives.	✓	AF, I
A commitment to safeguarding and promoting the welfare of children, young people and v vulnerable adults.	✓	I
4. Mandatory Requirements	Essential	MoA
A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with Inspire Trust.	✓	DBS Check
This post is exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bind overs must be declared on the application form or provided in a sealed envelope addressed to the Principal. The 2013 amendments to the Act allow that minor spent convictions, cautions and bind overs do not need to be declared.	✓	AF/R
References that confirm suitability to work with young people, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R
5. Physical Requirements	Essential	MoA
Health and physical capacity for the role.	✓	I / R
A good attendance record in current employment, (not including absences resulting from disability).	✓	I / R



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5. Effective Behaviours

Seeing the Big Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively.

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing



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This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. Our Staff Wellbeing survey in February 2020 shows that we are in the top 10% of educational providers in the country in respect of how our staff view their wellbeing experience at work (all ratings are out of 5). We will continue to work with our staff body to improve and ensure that we remain a really good place to work, in line with this ethos the Trust became an Accredited Living Wage employer as of September 2022.