



Inspire Learning Trust



L3 Pupil Engagement Coach Enhanced – SEMH (Formerly L3 LSA- SEMH)

Closing Date: Monday, 11th December 2023 at 12noon

Interviews: Week beginning 18th December 2023 or sooner

Responsible to:	Head of Learning Zone / SENCO Working under the direct instruction of Teaching Staff, Assistant SENCO – Non-Teaching and/or Additional Educational Needs Manager
Responsible for:	Support and guidance for LSA's (and the supervision of these staff where appropriate)
Salary:	Band E+ Actual Salary £21,507 to £23,799 (FTE Salary £24,702 to £27,334) depending on experience
Working hours:	37 hours per week, Monday to Friday, Monday to Thursday – 8am – 4pm; Fridays, 8am – 3.30pm term time at 192 days

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School and Thomas Rotherham College.

Oakwood High School is an oversubscribed 11-16 High School with a strong emphasis on respect for all; we are a 'well led', 'good' school where 'pupils enjoy attending' and 'the vast majority of parents would recommend'.

We are looking to appoint a well-qualified candidate to join an enthusiastic, supportive and successful school as a Learning Mentor.

- You will be working under the direction of teaching staff to implement agreed work with individuals and groups, in and out of the classroom.
- Successful candidate will support pupils with a range of difficulties to enable them experience the broad and balanced curriculum, which is their right.
- In particular, successful candidate will be required to work with pupils who need emotional support and nurture to empower them to access the curriculum.

The successful candidate will be truly committed to supporting the pupils to progress and achieve, have high aspirations for pupil's success, contribute to ongoing planning with imaginative and dynamic ideas and the success of the school in its move to outstanding.

To enhance pupils' learning and create independence, all pupils and staff are provided with a chrome book.

We Offer:

- A supportive and successful school where staff work in a way that encourages a positive work environment that is solution focused and proactive for all.
- A school with a way of working that encourages a positive work environment that is solution focused and proactive for all.
- And a positive working environment, we care about our pupils, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.



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Oakwood High School is a Leadership School for ITT Provision and recognised by Sheffield Hallam University as “a school of excellent practice” for NQTs. In addition the school offers CPD routes through a Core Leadership Development Curriculum with the Learners First Schools Partnership.

As a Trust we are truly community based and 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.

Closing date for receipt of applications is **Monday, 11th December 2023 at 12 noon**. Interviews will be held week commencing **18th December 2023** or sooner for the right candidate. Oakwood High School reserves the right to end the advert earlier than the indicated closing date where an appointment is possible sooner.

Applicants are required to apply via our online application form which is available on our website:
<https://www.inspiretrust.uk/vacancies/>

This post is to start as soon as possible and permanent subject to successful probation.

PLEASE NOTE: we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning 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.

Our safer recruitment processes include online searches which will be done as part of due diligence checks ahead of the interview. 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 Learning Trust is committed to... Educational Social Responsibility
We are committed to a value led educational provision.

Inspire Learning 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 Learning 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 Learning 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
- 'Everyone succeeds' - Winterhill School

Underpinning this ethos, Inspire Learning 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***



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Job Description and Person Specification

Main Purpose of Job

To work under the guidance of the SENCO and AENM to implement agreed work programmes with individuals / groups both within and out of the classroom. This will include the use of detailed and specialist knowledge in literacy and numeracy. In particular candidates will be required to work with pupils who need support and nurture to empower them to access the curriculum.

All post holders at Oakwood High School and the Trust are required to work at their designated level to support the implementation of all policies and procedures to achieve key targets. These targets are reviewed annually and adapted to meet the needs of our pupils.

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

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

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

**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 Learning 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.	Support for Pupils	A	L	O
1.1	Use specialist (Curricular / Learning) skills / training / experience to support pupils.			✓
1.2	Assist with the development and implementation of Pupil Support Plans.	✓		✓
1.3	Establish productive working relationships with pupils, acting as a role model and setting high expectations.	✓		✓
1.4	Promote the inclusion and acceptance of all pupils within the classroom			✓
1.5	Support pupils consistently whilst recognising and responding to their individual needs.	✓		✓
1.6	Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.			✓
1.7	Promote independence and employ strategies to recognise and reward achievement of self-reliance.			✓
1.8	Provide feedback to pupils in relation to progress and achievement.			✓
1.9	Deliver intervention strategies to support pupil progress with regards to their emotional health and wellbeing.	✓		✓
1.10	Use suitable systems (SIMS/Go4Schools) and liaise with Attendance and relevant staff to identify pupils with persistent low attendance or under-achievement.	✓		✓
1.11	Monitor attendance and attainment to identify pupils at risk of becoming NEET.	✓		✓
1.12	Work as a learning mentor to provide pastoral support around emotional health and wellbeing and academic issues.			✓
2.	Support for the Curriculum	A	L	O
2.1	Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.			✓
2.2	Implement local and national learning strategies, e.g. Literacy, Numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.			✓
2.3	Support the use of ICT in learning activities and develop pupils' competence and independence in its use.			✓



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2.4	Help pupils to access learning activities through specialist support.			✓
2.5	Determine the need for, prepare and maintain general and specialist equipment and resources.			✓
3.	Support for Teachers	A	L	O
3.1	Work with the Teacher to establish an appropriate learning environment.			✓
3.2	Work with the Teacher in lesson planning, evaluating and adjusting lesson / work plans as appropriate.	✓		✓
3.3	Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.			✓
3.4	Provide objective and accurate feedback and reports, as required, to the SENCO, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.	✓		
3.5	Be responsible for keeping and updating records, as agreed with the SENCO, contributing to reviews of systems / records as requested.	✓		
3.6	Undertake marking of pupils' work and accurately record achievement / progress.	✓		✓
3.7	Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.	✓		✓
3.8	Liaise sensitively and effectively with Parents / Carers as agreed with the SENCO within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.	✓		✓
3.9	Administer and assess routine assessments and invigilate exams / tests.	✓		
3.10	Provide general clerical / administrative support, eg, administer coursework, produce resources for agreed activities, etc.	✓		✓
4.	General			
4.1	Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.			
4.2	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 Basic First Aid (training will be provided).			
4.3	Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.			
4.4	Participate and contribute to Talent Development and Service Frameworks and other plans.			
4.5	All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they			



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	develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
4.6	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.
4.7	Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
4.8	Establish constructive relationships and communicate with others (inside and external to the Trust).
4.9	Organise and support Academy and Trust events as requested.
4.10	Any other reasonable and appropriate duties as directed by Trust or Academy Senior Staff.
4.11	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.	Qualification and Experience	Essential	MoA
1.1	Teamwork, working with young people in a relevant capacity; including supporting withdrawal groups and whole class groups.	✓	AF
1.2	Understanding of classroom roles and responsibilities and your own position within these.	Desirable	AF
1.3	Ability to relate well to children and adults and an understanding of learning and development.	✓	AF
1.4	A degree in a relevant subject.	Desirable	AF / CQ
1.5	Evidence the use of specialist skills to support pupils who have additional needs with regards to SEMH difficulties.	✓	AF / CQ
1.6	GCSE A*-C or 9 - 4 in Mathematics, English (and preferably Science) or equivalent.	✓	AF
1.7	NVQ 3 Teaching Assistants or an appropriate L3 qualification or evidence of experience of successfully using relevant strategies to support pupils with learning difficulties.	✓	AF
1.8	ICT skills including Microsoft packages at an appropriate level (SIMs use would be an advantage)	✓	AF/CQ
1.9	Working knowledge of relevant policies/ codes of practice/legislation.	✓	AF/I
2.	Support for Teaching and Learning	Essential	MoA
2.1	Interest in practical/creative teaching support	✓	I/R
2.2	Knowledge of educational developments.	Desirable	I
2.3	Ability to organise and supervise the work of pupils so as to ensure that they make good progress	✓	AF/I/R
2.4	Evidence of ability to communicate with a range of adults and pupils.	✓	AF/I/R
2.5	Experience of using IT to support learning	✓	AF/I
3.	Personal Qualities	Essential	MoA
3.1	Conscientious, honest and reliable.	✓	I/R
3.2	Able to make carefully considered decisions and assess risk.	✓	I/R



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3.3	Ability to work on own initiative.	✓	R
3.4	A commitment to self-improvement.	✓	AF/I
3.5	Capacity to motivate, inspire and challenge pupils, self and others.	✓	I/R
3.6	Ability to establish and maintain good relationships with a range of adults and pupils.	✓	I/R
3.7	Inclusive.	✓	AF/I/R
3.8	An understanding of and commitment to equal opportunities issues both within the workplace and the community in general.	✓	I
3.9	A commitment to future training and development.	✓	AF
4.	Mandatory Requirements	Essential	MoA
4.1	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
4.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
4.3	References that confirm suitability to work with children, 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
4.4	A commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.	✓	I/R
5.	Physical Requirements	Essential	MoA
5.1	Health and physical capacity for the role.	✓	I / R
5.2	A good attendance record in current employment, (not including absences resulting from disability).	✓	I / R



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6. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

6.	Effective Behaviours	MoA
6.1	Seeing the Big Picture: Understand how your work and the work of your team supports wider Trust objectives and meets the diverse needs of stakeholders. Keep up to date with the issues that affect your work area. Take a keen interest in expanding knowledge in areas related to your work. Focus on overall goals and not just specific tasks to meet priorities.	AF / I / R
6.2	Changing and Improving: Regularly review own and team's work and take the initiative to suggest ideas to make improvements. Give feedback on changes in a constructive manner. Take a positive, open approach to the possibility of change and encourage others to do the same. Help others to understand changes and the reasons they are being put in place. Identify and act on the effects changes are having on your role and that of the team. Look for ways to use technology to achieve efficient and effective results.	AF / I / R
6.3	Making Effective Decisions: Take responsibility for making effective and fair decisions, in a timely manner. Analyse and research further information to support decisions. Talk to relevant people to get advice and information when unsure how to proceed. Explain how decisions have been reached in a clear and concise way, both verbally and in writing. Demonstrate the consideration of all options, costs, risks and wider implications.	AF / I / R
6.4	Leadership: Show pride and passion for your work and positive, inclusive engagement with your team. Understand your areas of responsibility and display awareness of the wider impact of your actions. Proactively role model and promote an inclusive workplace, promptly dealing with inappropriate language and behaviours when they arise, including any instances of discrimination or misconduct. Give praise and credit to colleagues where appropriate.	AF / I / R
6.5	Communicating and Influencing: Communicate clearly and concisely both orally and in writing. Take time to consider the best communication channel to use for the audience, including making the best of digital resources and considering value for money. Interact with others in an enthusiastic way. Express ideas clearly and with respect for others. Listen to and value different ideas, views and ways of working. Respond constructively and objectively to comments and questions. Handle challenging conversations with confidence and sensitivity.	AF / I / R
6.6	Working Together: Develop relationships outside own team and identify opportunities to share knowledge, information and learning. Show genuine interest when listening to others. Contribute to an inclusive working environment where all opinions and challenges are listened to and all individual needs are taken into account. Ensure it is clear that bullying, harassment and discrimination are unacceptable. Offer support and help to colleagues when in need, including consideration of your own and their wellbeing. Change ways of working to aid cooperation within and between teams in order to achieve results	AF / I / R



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6.7	Developing Staff and Others: Identify gaps in own and team’s skills and knowledge. Set and consistently meet development objectives. Seek learning opportunities. Support the development plans of all colleagues, recognising how diversity of experience/background can help to build an inclusive team culture. Consider the contributions of all team members and delegate work to aid the learning and development of all. Encourage and listen to developmental feedback from colleagues.	AF / I / R
6.8	Managing a Quality Service: Work with pupils/students to understand their needs. Create clear plans and set priorities which meet the needs of both pupils/students and the Trust. Keep colleagues fully informed of plans, possibilities and progress. Identify common problems that affect service, report them and find possible solutions.	AF / I / R
6.9	Delivering at Pace: Regularly review the success of activities in the team to identify barriers to progress or challenging objectives. Identify who and what is required to ensure success, set clear goals and areas of responsibility and continually assess workloads considering individual needs. Follow Trust policies and procedures and legislation to complete your work. Ensure colleagues have the correct tools and resources available to them to do their jobs. Have a positive and focused attitude to achieving outcomes, despite any setbacks. Regularly check performance against objectives, making suggestions for improvement or taking corrective action where necessary. Ensure that colleagues are supported where tasks are challenging	AF / I / R

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 Learning 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 recent Staff Wellbeing survey 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.