

Trinity School, Carlisle, Cumbria



Trinity School

LEARNING SUPPORT ASSISTANT TEMPORARY FOR ONE TERM

Full or part time position considered

PCD 5 (£17,419 pa, pro rata)

Job working conditions may apply to this term time only post

REQUIRED FOR 24th APRIL 2017

You should find an application form with this information. When you have read the details, and if you decide that you like the sound of us, please let us have your completed application by **9.00am on Tuesday 21 March 2017** along with a letter, explaining why we should be thinking about appointing you.

A The School

Trinity School began in 1968 with the joining together of the Carlisle Grammar School, The Creighton School, and The Margaret Sewell School. We have a site which is right at the heart of the city of Carlisle. The old grammar school which houses our Sixth Form is a lovely building in red sandstone. The 11-16 school has benefited from an extensive rebuild and remodelling project. In September 2010 we opened the first phase which gave us state of the art Science, Technology and ICT rooms. September 2011 saw the opening of the second phase, with new Art, MFL, Humanities and SEN rooms with the third phase, a new entrance, completed in April 2012. We think we have a lovely school in which to work and we are delighted with what we have achieved.

Trinity School has 1605 students; this includes a Sixth Form of 300. This makes us one of the largest Church of England schools in the country. We gained academy status with effect from 1 September 2011 and are now a Church of England Academy. If you are worried that the school might be too big and impersonal for you, then don't be: this is a very friendly school, which functions as a community, and as a series of smaller communities within the main school.

There are four houses – Amazon, Nile, Everest and Kilimanjaro – and the pastoral system is run by the Heads of House, each supported by a House Tutor. Form tutors make sure that they know their forms well and monitor their progress through the year. Behaviour in the school is good, and our classrooms are pleasant, well ordered places.

Each department has its own area in the school, with its own facilities, but the central staffroom still works as the main meeting place for staff. We are not a quiet place: there are school plays and concerts; Senior Awards Evening takes place in Carlisle cathedral; Sports Day happens at the Sheepmount every year, and we have a wide range of sports and team games going on; the Duke of Edinburgh Award scheme is very popular and we have a big programme of visits to the continent. Yet this is a place where the emphasis will always be on the quality of teaching and learning. We have high ambitions for all our students, and enjoy a very supportive relationship with parents, and with governors.

We aspire to being a place where Christian values are at the heart of what we do. We try to have simple policies and to value the contribution of every individual in the school. While we are a Church school, there is no requirement in our admissions policy for pupils that they must be churchgoers to come here. Similarly for staff – we would like you to be in sympathy with and supportive of the aims and ethos of a church school, but there are members of staff of many different persuasions working here.

The school is supported by the Diocese of Carlisle, and the Trust which oversees us as an Academy has the Bishop, the Dean and the Archdeacon on it, along with the Diocesan Director of Education and our Chair of Governors. They have our best interests at heart, as do the Governors themselves, who support and encourage and celebrate the school.

B The Inspections

Ofsted judged us to be a good school with outstanding Sixth Form provision in April 2015, and our capacity to move forward is very strong. You may well have looked this up on our website, or through Ofsted, but here are some highlights:

'All staff share the co-headteachers' and governors' determination that the school will offer the best possible provision to students.'

'Safeguarding arrangements are exemplary. Leaders and all staff go beyond their roles to ensure that all students are safe and cared for well.'

'The behaviour of students is good. The vast majority of students have positive attitudes to learning and are keen to do well.'

'Students respond well to teachers' high expectations and are engaged in their learning.'

'The sixth form has gone from strength to strength and is now outstanding.'

'The behaviour of students in the sixth form is exemplary. Their mature conduct provides excellent role models for younger students.'

Our **SIAS** (Statutory Inspection of Anglican and Methodist Schools) report, completed in October 2016, states:

"The school's clear commitment to the worth and potential of each individual is summarised in the short vision statement: 'standards, responsibility and opportunity...for all'. This is linked with five core values (community, trust, hope, endurance and compassion) whose impact is acknowledged by all."

"Students speak readily of how the vision and values influence behaviour, relationships and attitude to learning. This is clear in the purposeful atmosphere that pervades the school. They also underpin the careful attention given to spiritual, moral, social and cultural (SMSC) development."

"Leaders understand the school to be part of the wider community and demonstrate this through their commitment to service. This was clear at the time of the December 2015 flood when they opened the school as soon as possible to restore a sense of order, calm and normality in a context of devastation and distress. This is just one of many powerful examples of leaders living out their Christian vision."

C The Learning Support Department

Our Learning Support department is a flourishing team with many successes and strengths. Sandra Bamber is currently our SENCO with Holly Smith and Phil Askew as our Joint Assistant SENCOs, Phil Askew leaves Trinity at Easter to take up a post as a specialist teacher for Looked after Children. In addition there are two other teachers in the team. There are also twenty two Learning Support Assistants in the department, including three HLTAs, working as a close team.

Trinity School became a Strategic Resource for Hearing Impairment in September 2009. Acoustic adaptations have been made to key classrooms to enable students with profound and severe hearing loss to engage in learning in a good acoustic environment. Trinity has worked successfully and effectively with a number of students with hearing impairments.

The department is based in the new building with a brand new suite of rooms, with three classrooms, two smaller Learning Support rooms and an office. Resources and rooms are excellent. Staff are supportive and develop effective relationships with subject teachers, pastoral staff and pupils as well as parents and outside agencies.

There are 48 students with statements or Education Health Care Plans (EHCPs) for special educational needs in the school; these cover the usual range from Sensory Impairment, Physical Disabilities, Emotional and Behavioural and Communication Difficulties to students with Moderate and Severe Learning Difficulties. The department works closely with all these students and their families, and often achieves remarkable successes, all the way into Sixth Form.

The department runs extensive diagnostic checks on students on entry, from close and individual contact with the primary schools of all students with Special Educational Needs joining us in Y7, through reading age and spelling age tests for many students.

There are small Learning Support English classes taught by specialist teachers in Key Stage 3 and 4. Learning Support students follow the English Curriculum with opportunities to improve basic literacy skills. Students perform well in KS3 and KS4.

In addition, Trinity currently provides a 'Home Group' in Key Stage 3, which is a smaller class for students with complex needs across most of the curriculum. Students in the Home Group are taught by Learning Support Teachers and specialist subject staff and have a differentiated

curriculum within a nurturing environment. Students engage well in the Home Group and progress well.

Students with Specific Learning difficulties and Students with English as an additional language may benefit from extra literacy sessions taught by literacy specialists. The Learning Support teachers and LSAs are involved in teaching literacy and numeracy intervention programmes.

The Social Use of Language Programme is taught to promote good social skills and help raise self-esteem. Students with Learning difficulties are supported by our Learning Support assistants across most curriculum areas. The 'Good Together' programme is also taught to promote emotional resilience. Support in class is more focused on Maths and Science, especially in Years 7 and 8. The Learning Support team are active in the life of the school and run a popular homework club at lunch times as well as a range of other activities, including Boccia, Bench Ball, Drama Club and Film Club.

The school operates a pathways approach for SEN students and provides in Pathways 1 for approximately 30 students in Years 10 and 11 to have an alternative curriculum. This programme recognises that some students require a more practical vocational approach. The provision includes English language and Literature, Maths and Science at GCSE level. Entry level qualifications are offered in Core Subjects for students below GCSE level. Life Skills suitable for working life are also taught in the department. The SENCO oversees Pathways 1.

D The Post

This advertisement is for a temporary, part-time or full time Learning Support Assistant to support our students in the classroom across the curriculum. The new post holder will work under the supervision of the SENCO, HLTAs (Higher Level Teaching Assistants) and classroom teachers. The hours of work will be discussed at interview.

The main purpose for our Learning Support Assistants is to offer help and support to youngsters for whom learning is often very difficult. We see these roles as ones working alongside the students very closely, and seeking to remove the barriers to their achievement. We see them as complementary to the work of the classroom teacher.

An educational background will be preferred in either secondary or primary. Lots of patience, good humour, insight, a willingness to go the second mile, kindness – these and other characteristics will be yours already – but we hope that you will, in addition, bring expertise in literacy or numeracy or behaviour management or so on.

This temporary part-time position will terminate after one term although there may be a possibility of extension.

E What to do next

We hope that these details have helped you decide that you would like to apply for this post. Please fill in the application form, in black as we will photocopy it, and write a letter of no more than two sides about your work so far, and what we would gain if you joined our school.

Send the completed form and your letter to **Mrs Julie Irving, HR Officer, Trinity School, Strand Road, Carlisle, CA1 1JB** or email jir@trinity.cumbria.sch.uk by **9.00am Tuesday 21 March 2017**. We do not usually acknowledge applications received by post. Please enclose an s.a.e. or contact us by email if you want us to let you know that we have received yours.

If we have not contacted you within two weeks of the closing date please assume you have not been selected for the next round of our recruitment process. We are hoping to interview on Thursday 23 March 2017. You are welcome to contact us informally in advance if you would like to know more about us, or have other questions about the post, the school or the area, before you come for interview. Please contact Julie Irving on 01228 516051 extn 308.

We look forward to receiving your application.



Sheila Johnston
Co-Headteacher