

# Recruitment Pack

LEARNING SUPPORT  
ADVISOR  
SALARY: SCALE 5  
PRO RATA

## WELCOME TO PARALLEL LEARNING TRUST

A Special and Alternative Provision Multi-Academy Trust.

The Trust is committed to transforming lives for all pupils. Currently we have seven academies that offer alternative or special provision for those children with social, emotional or mental health needs.

 Park Campus  
Academy

 Ramsden Hall  
Academy

 Victory Park  
Academy

 Inspire  
Academy

 Sutton House  
Academy

 Kennington  
Park Academy

 Wandle Valley  
Academy

**Application Deadline:** Friday 8<sup>th</sup> July 2022

All applications must be sent electronically to Ashlie Flynn-Baker  
[aflynn@kenningtonpark.org.uk](mailto:aflynn@kenningtonpark.org.uk) before the deadline. Any applications received after this  
time will not be considered.

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The Parallel Learning Trust was born from a philosophy that all children respond to high quality teaching and learning environments, whether they be mainstream, alternative or special settings.

**Dear Candidate,**

Thank you very much for viewing this recruitment pack. We are committed to providing a high quality service so that every child fulfills his potential. We recognise that this can only be achieved through the recruitment and retention of competent, motivated employees who are suited to and fulfilled in the roles they undertake.

We are committed to equal opportunities and our aim is to ensure that all applicants receive clear and useful information about the post and our school. We hope, therefore that the following information is of help to you in deciding whether to apply for this post. If you are unclear about any aspect of the application procedure, please do not hesitate to email [aflynn@kenningtonpark.org.uk](mailto:aflynn@kenningtonpark.org.uk). Applications will only be accepted on the Academy's application form, which can be found on the Park Campus website under Vacancies, or alternatively please contact Ashlie Flynn-Baker by email: [aflynn@kenningtonpark.org.uk](mailto:aflynn@kenningtonpark.org.uk) or telephone: 020 7504 0542. Completed applications should be returned to Ashlie Flynn-Baker, by 8<sup>th</sup> July 2022, midnight.

If you would like further information or would like to have an informal conversation about the role with the Headteacher please contact Melissa Elve-Williams by telephone 0207 504 0542 or by email [mwilliams@plt.org.uk](mailto:mwilliams@plt.org.uk).

I look forward to receiving your application.

Melissa Elve-Williams  
**Headteacher**

## ETHOS AND VALUES

The Park Campus Academy philosophy is ultimately inclusive; we believe that every young person who comes to Park Campus Academy must have a second chance at success. Regardless of circumstance we will make all of our young people successful. We aim for all of our learners to make outstanding progress and every member of staff is dedicated to achieve this.

The specialist services we deliver to our young people ensure that they overcome the barriers that previously prevented them from being able to engage in mainstream education. The Park Campus Academy provides a bridge for young people to re-engage productively in an educational journey that has previously only led to failure.

We work to provide the best possible learning outcomes for pupils who despite exclusion, missing education, illness or otherwise cannot access a mainstream school. Where possible we seek to return our pupils to mainstream provision as ultimately this is the best place for their continued learning.

We aim to prevent exclusion through early intervention which can be either short or long term. We work in partnership with the local authority and schools to support them to reduce the need to use fixed or permanent exclusion. We adopt a multi-disciplinary approach to early intervention supporting the school, parents, carers and individual pupils.

Under legislation, local authorities are required to provide education for pupils who are excluded or missing school for illness or otherwise. Our curriculum offer allows us to reflect the national curriculum along with personalised learning which providing pupils the opportunity to make good progress in line with their needs in a supported learning environment.

Whenever possible, Park Campus Academy aims to facilitate the return of pupils into mainstream education. We provide a supported environment to refocus the learning and behaviour of pupils to enable appropriate reintegration in to mainstream school. Our alternative provision is positioned as an integral part of the local provision of education. The Parallel Learning Trust is not peripheral but is a valuable option for local schools as a resource to support them with their most challenging pupils.

# JOB DESCRIPTION

**Park Campus Academy  
Learning Advisor  
Permanent, Term Time Only**

<b>JOB TITLE:</b>	<b>Learning Advisor - term time only</b>
<b>RESPONSIBLE TO:</b>	<b>SENCO, Assistant Headteacher</b>
<b>RESPONSIBLE FOR:</b>	<b>N/A</b>
<b>GRADE:</b>	<b>Scale 5</b>

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## **PURPOSE OF THE POST:**

To complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision. This may involve planning, preparing and delivering learning activities for individuals/small groups and monitoring students, recording and reporting on achievement, progress and development. Responsible for the management and development of a specialist area within the school which could include:

- Providing support and guidance to young people and those engaged with them by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.
- Providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with young people and those engaged with them.
- Working within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to young people
- Supporting learners who will have Education Healthcare Plans (EHCPs)

## **Main Responsibilities and Duties**

### **Support for Students**

- Take on 1:2 support responsibility for identified group of students
- Assess the needs of students and use detailed knowledge and specialist skills to support students' learning
- Establish productive working relationships with students, acting as a role model and setting high expectations
- Support students in their learning and help with delivering what is required in their EHCPs
- Promote the inclusion and acceptance of all students within the classroom
- Support students consistently whilst recognising and responding to their individual needs
- Encourage students to interact and work co-operatively with others and engage all students in activities
- Promote independence and employ strategies to recognise and award achievement of self-reliance and support student's successful transfer and transition in learning and development contexts.
- Provide feedback to students in relation to progress, achievement, behaviour, attendance etc.
- To assist in the identification of early signs of disengagement and contribute to specific interventions to encourage re-engagement

### **Support for Teachers**

- Organise and manage appropriate learning environment and resources
- Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lesson/work plans as appropriate
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence
- Supporting the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/achievement etc.
- To be main point of contact for parent/carers.
- Invigilate exams/tests

### **Support for the Curriculum**

- Deliver learning activities to students within agreed system of supervision, adjusting activities according to pupil response/needs
- Deliver local and national learning strategies, e.g. phonics, literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of students' skills

- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resource/equipment

### **Support for the Academy/Setting**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of students
- Take the initiative as appropriate to develop appropriate multi-agency approaches to supporting students.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Be responsible for the provision of school learning activities within guidelines established by the school
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- Supervise students on visits, trips and out of school activities as required
- Attend and participate in relevant meetings both during and after school hours as required.

### **SUMMARY:**

- Key Worker support to identified group of students
- Attendance and Punctuality (to academy and whilst at academy)
- Behaviour – managing risk assessments/behaviour support plans
- Co-Ordination of multi-disciplinary support (point)
- Readiness for reintegration
- To undertake such other duties as directed by management that may be required to meet the needs of the service.

### **Equal Opportunities**

To implement the school's Equal Opportunities Policy and work actively to overcome discrimination on the grounds of race, gender, disability, sexuality or status.

To take responsibility, appropriate to the post for tackling unlawful discrimination amongst all groups in line with the Equalities Act 2010

### **Safeguarding**

To remain vigilant and do everything possible to protect students and others from abuse of a physical, emotional, sexual, neglectful, financial or institutional nature. This includes an absolute requirement to report to the Headteacher any incident of this nature you witness, hear about or suspect.

To undertake CPI training.

### **Health and Safety**

To carry out all duties with full regard to the employee's legal obligations (under Health and Safety legislation) to maintain their own health and safety at work, to be aware of the impact of activities on the health and safety of others and to comply with any Department or local health and safety procedures or instructions.

### **Data Protection**

When working with computerised systems to be completely aware of responsibilities at all times under the Data protection Act 1998 for the security, accuracy, and significance of personal data held on such systems.

**We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check. Further information about the disclosure can be found at [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

**PERSON SPECIFICATION**  
**LEARNING ADVISOR**

<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	Successful experience working with children in a secondary school environment Educated to NVQ Level 2 in learning support or equivalent qualification/experience GCSE or equivalent in English and Maths at grade A*-C
	Knowledge of relevant policies and procedures	Basic understanding of education policies & procedure
	Literacy	Excellent reading and writing skills
	Numeracy	Good numeracy skills
	Technology	Knowledge of basic ICT to support learning
<b>Communication</b>	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Consult with children and their families and carers and others adults
<b>Working with children</b>	Behaviour management	Understand and implement the Trust's behaviour management policy
	SEN	Ability to understand and support children with developmental difficulty or disability
	Curriculum	Good understanding of the academy curriculum Knowledge of literacy/numeracy strategies
	Child Development	Good understanding of the general aspect of child development Ability to assess progress and performance
	Health & Well being	Understand and support the importance of physical and emotional well being
<b>Working with others</b>	Working with partners	Understand the role of working with others in and with the academy Understand and value the role of parents and carers in supporting children
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers, and other adults
	Team work	Ability to work effectively with a range of adults
	Information	Know when, how and with whom to share information Ability to follow instructions accurately
<b>Responsibilities</b>	Organisational skills	Good organizational skills Ability to remain calm under pressure
	Time management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve routine problems independently
<b>General</b>	Equalities	Awareness of and commitment to equality
	Health & Safety	Basic understanding of Health & Safety
	Child Protection	Understand and implement child protection procedures
	Confidentiality/Data Protection	Understand procedures and legislation relating to confidentiality
	CPD	Be prepared to develop and learn the role