



Mighty Oaks  
Academy  
Trust



EDUCATION SUPPORT ASSISTANT  
CANDIDATE PACK



Mighty Oaks  
Academy  
Trust

## Letter from the Executive Leader.

Thank you for showing an interest in joining us as Education Support Assistant at Buildwas Academy.

The successful candidate will play a vital role in ensuring that a child in Reception with cerebral palsy can access the classroom and participate in school activities with as much independence as possible.

You will be supporting physiotherapy routines and exercises as directed by trained physiotherapists. This will include assisting with transfers and mobility around the school, personal care needs and encouraging and enabling the child to engage in classroom activities and social interactions. You will be working closely with teachers, physiotherapists, and other support staff to ensure a cohesive and supportive, inclusive environment.

You will also benefit from the support and experience of our amazing teams and will hopefully find being within Mighty Oaks a rewarding and exciting experience. If, having read the information provided, you think that you are the person we are looking for, I do hope you will apply.

We warmly welcome informal, confidential conversations and questions. Please contact us for further information.

Head of School, Mr J Millington – [Jason.Millington2@taw.org.uk](mailto:Jason.Millington2@taw.org.uk)

With best wishes,

P. Doddridge

**Executive Leader/CEO, MOAT**



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## OUR TRUST

Mighty Oaks Academy Trust began in 2011, initially as a single academy at Priorslee in Telford. We joined with Buildwas Academy, which converted in 2016. Our aim was to develop a strong, collaborative MAT which focussed on primary education. Our MAT employs talented and experienced leaders and practitioners who provide the highest quality school experience possible for each and every one of our children. We have a strong proven track record of strong teaching and learning which is overseen by a team of senior leaders. We are a small, but growing Trust, which enables us to know our schools personally.

We work closely with our schools providing support and structure, where necessary, whilst developing independence and creativity in schools to empower their leaders to imaginatively ensure they provide the very best quality learning opportunities for their children.

### Our Vision and Values

At Mighty Oaks Academy Trust, we put the community at the heart of everything we do. This means that in our Trust we aim to:

- Be focussed on the children making sure we provide an engaging, stimulating, and fun environment where our children can thrive
- Have talented and dedicated staff, who put the children at the centre of all they do and go the extra distance to ensure their needs are met
- Value, celebrate and promote difference for all members of our community
- Form strong working partnerships with our parents to ensure that we are partners in our children's education
- Prepare our children for life and enable them to make a positive contribution to their community
- Enable and support schools to provide a unique curriculum that recognises and addresses the characteristics, history, and future of the community we serve
- Work closely with community leaders
- Commit to providing an outstanding education for all our children.

We aim to provide an outstanding learning experience for all our children, which will enable them to become the best possible version of themselves, within the community in which they live and grow.

*"Planting the seeds for success".*



## Our Schools

Our Trust currently consists of two Primary Schools. We value working with other schools, so each of the Trust's schools is developing wider connections through a range of networks and actively seeks opportunities to work in collaboration with others.

### **Priorslee Academy**



*Mrs J Cooper, Head of School*



Priorslee is a Primary Academy that is passionately committed to individual achievement, personal growth and the pursuit of excellence for every child. We are firmly committed to providing an inclusive education which meets the needs of all children in our care – ensuring all can achieve the best they can, and all can shine.

Have a look at the wonderful things we get up to on our [Facebook Page!](#)

Priorslee is a vibrant school where children are enthusiastic and motivated to achieve endless possibilities. The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

At Priorslee, we believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

Priorslee Academy is a truly exciting place to learn. No day is ever the same and there is always something new to discover.

We believe that children's happiness and emotional wellbeing is vital and is the foundation for children to be able to thrive and contribute to society. We aim to give children positive initial experiences of learning and relationships, which will help to make them responsible, responsive citizens who appreciate the value of community.

Our core values underpin daily life (ACORNS). We teach our children to **Aspire**, be Community-Minded, to always remain **Optimistic**, to show **Respect** and to **Nurture** ourselves, our passions and others in our school community.



We have a passionate and big-hearted staff team who work hard to provide our children with a huge range of opportunities, carefully designed to spark their interests and enthusiasm, inspire them, and enable them to realise their full potential.

We pride ourselves in our strong home/school relationships. We encourage an open-door policy, allowing parents and staff to meet whenever a need arises. We place a high value on establishing close links between home and the school so that we can effectively work together to achieve the best for your child.

We have worked hard on creating our new curriculum, in which we aim to provide a lively, creative curriculum to challenge and motivate our pupils and enable them to participate in a range of high-quality learning opportunities and experiences. We encourage parental involvement and parents certainly enjoy sharing in.

The recent improvement in the school's environment has enhanced the quality of the children's education and we are committed to an on-going programme of refurbishment to ensure the children learn in the very best learning spaces. However, our greatest resource is our skilled and dedicated staff who work tirelessly to provide the best teaching and learning experience for each child. We actively seek to secure highly skilled staff to the school so that our provision is continually improving and kept up to date.

We want our pupils to enjoy coming to school and to be enthusiastic about learning. We expect high standards of behaviour from all our pupils, and we will nurture and encourage pupils and inspire them to be active participants in their own development and education. We encourage them to be responsible, thoughtful, polite, and to play an active part in all aspects of school life. Our School Council gives the children a voice where their thoughts and ideas can be expressed and put into practice.

As a school, we are fully committed to developing each child's unique potential not only academically, but also socially, emotionally and physically. Our children are happy and enthusiastic learners, who work hard to reach the challenges set by their teachers.

We focus on making all aspects of our school a safe and secure learning environment where children feel confident to try out new skills and are encouraged to 'have a go' even if they find something difficult or challenging.

Our pastoral care arrangements are extensive and highly effective and enable children to feel safe and secure during every part of the school day, so that they have the confidence to achieve their full potential both academically and personally.

## Buildwas Academy



*Mr J Millington, Head of School*

Buildwas Academy is set in a traditional Victorian building in the beautiful countryside close to the Ironbridge Gorge World Heritage Site and Ironbridge Museums. Our position, overlooking the River Severn, adds to the charm.

Our school has a strong tradition, educating children since 1855, using the community and extensive local resources provided by the local and wide Shropshire area.

Children are taught in four mixed-age classrooms with our Pre-School provision seamlessly fitting into in our mixed Reception/Pre-School class. We offer education for 3 – 11 year olds within the Buildwas, Leighton and Eaton Constantine parishes and the surrounding Telford & Wrekin and Shropshire areas.

Buildwas Academy is a school that endeavours to make each child feel valued as an individual, within a community that cares. At Buildwas we realise the importance in equipping children with the appropriate academic and physical skills. We try to instil in them correct social and moral values and, most importantly, stimulate and motivate them to achieve the highest levels of confidence, enjoyment and success in all that they do.

Have a look at the wonderful things we get up to on our [Facebook Page!](#)

Our curriculum has been designed with our children and the local area in mind. As a staff we thought about our school's ethos, the community and links we have already established or our plans and hopes for the future.

Our thematic curriculum has been designed with the children and our local context in mind. It aims to enrich the lives of our pupils, giving them skills and opportunities that will help them in later in life and take up their roles as global citizens. We hope that the children are as excited about the themes they will be covering as we are. We endeavour to bring these themes to life through the local links, visits and immersion activities to help create life-long memories.

Children from Reception to Year 6 at Buildwas are given realistic and progressive opportunities to enable them to develop into mature, responsible, confident, sensitive, respectful and trustworthy individuals.



“A small school with a huge heart.”

Happiness

Enabling

Aspire

Resilience

Trust

These words are pivotal to all that we do. We aspire to ensure that the happiness of the whole school community is our priority. We put our Trust in each other, enabling us to provide ambitious, creative learning opportunities, that build resilience and nurture our children to evolve into the best versions of themselves.

### Our Central Team

At the heart of our Trust is a highly skilled and experienced team of professionals who ensure that all aspects of Trust operations are managed to a high standard. Ensuring efficiency and alignment if the key. The team continually review systems and enhance processes to ensure that school leaders are able to focus on the quality of education for pupils.



Paul Doddridge

Executive Leader/CEO  
and Accounting Officer



Jo Wootton

Trust Operations Officer



Amanda Priddey

Chief Financial Officer

Tina Hinton

Trust  
Administrative  
Lead

### Governance and Management Structure

The MOAT governance structure consists of three key layers. Members, Trustees and Local Academy Committees. There are currently five trustees, including the Executive Leader/CEO, with a wide range of skills and experience both in and outside education.

There are two Local Academy Committees (LAC). Each LAC takes responsibility for oversight of its school's individual performance and holds the Head of School to account, whilst providing support and valuable community engagement.



Our school leaders have become a well-established support network for each other. Regular weekly briefings ensure that information sharing is facilitated. Peer review across the Trust is currently in its infancy. When embedded, this will enable a cycle of evaluations to take place so that each school has a monitoring visit with an agreed focus.

Regular group strategy meetings and 1-2-1s with the Executive Leader/CEO also take place and these serve to ensure that good communication and shared practice is given the important focus it requires.

Under the successful appointment of the new Executive Leader/CEO, we expect the current Trust structures will be shaped and further developed by the successful candidate.

### **MOAT Growth Plans**

The Trust has currently grown organically with the existing two schools. We are expecting that the new Executive Leader/CEO will continue to grow our organisation. Our recently reviewed strategy for external growth is to:

- Proceed with care
- Ensure that growth does not adversely affect the existing schools and their pupils
- Implement a robust due diligence framework
- Develop and implement an operational plan to execute the growth strategy, covering both recruiting additional schools and developing partnerships (try before you buy)

A due diligence framework is currently being put into place to assist and guide this process. This will support conversations with prospective schools.

The Trust has ambitious plans to grow no greater than 10-12 schools over time with approximately 5000 – 6000 pupils. It has recognised that growth brings economies of scale, an opportunity to provide system leadership on a wider scale and the capacity to enhance teaching and school development on a Trust-wide basis to benefit the pupils, staff and their schools. The Trust recognises the importance of building relationships over time, whilst managing the internal growth and the development of its existing schools as a MAT.





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## **Education Support Assistant**

### **Buildwas Academy**

**Working Hours:** 8.30am – 3.30pm, 32.5 hours Term Time Only.

**Salary:** Scale 3, Point 5-6 (Full time equivalent £23,500 – £23,893)

**Contract:** One year fixed term in the first instance.

**Responsible to:** Head of School

### **Statement of Purpose**

The successful candidate will play a vital role in ensuring that a child with cerebral palsy can access the classroom and participate in school activities with as much independence as possible. The successful candidate will be supporting physiotherapy routines and exercises as directed by trained physiotherapists. This will include assisting with transfers and mobility around the school, personal care needs and encouraging and enabling the child to engage in classroom activities and social interactions. The successful candidate will be working closely with teachers, physiotherapists, and other support staff to ensure a cohesive and supportive environment.

### **Specific Duties**

- Assist with the development and implementation of Person Centred Plans (PCPs)
- Working closely with teachers, physiotherapists, and other support staff to ensure a cohesive and supportive environment.
- Supporting 1:1 with physio therapy needs, routines and exercises as directed by trained physiotherapists.
- Supporting 1:1 with transfers into specialist equipment (standing frame/seating)
- Supporting the pupil with independence and daily living skills and by encouraging physical movement.
- Supporting the child with personal hygiene (involving manual handling)
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Monitor and evaluate pupils responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupils achievement, progress and other matters.



- Be responsible for keeping and updating records as agreed by the teacher, contributing to reviews of system/records as requested
- Liaise sensitively and effectively with parent/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents

### **General duties**

- Assist teaching staff to prepare classrooms for lessons and activities as deployed by the Head of School.
- Assist with school trips, events and activities.
- Encourage pupils to interact with others and engage in activities led by teaching staff.
- Supervise any and all pupils' work and offer additional and tailored support where necessary.
- Work within any area of the Trust depending on the Trust needs, and qualifications held. This may include different areas each week. Including Nursery and SEN.
- Provide support to all teaching staff and other Support Staff regarding lesson planning and resources.
- Monitor the needs and behaviour of pupils, and report these to teaching staff where appropriate.
- Work with smaller groups of children or individually to reinforce learning and close gaps.
- Undertake pupil record keeping as requested, e.g. taking registers.
- Assist teaching staff and other Education Support Assistants with creating and maintaining displays throughout the school.
- Establish and maintain constructive relationships with pupils' parents and deliver pastoral support as required.
- Assist with monitoring and ordering class or school supplies
- Be a good role model to pupils in terms of behaviour and attitude.
- Provide teaching cover as and when required. In any Key Stage including Nursery. (Cover Supervisor trained staff only)
- Support any pupils in or out the classroom or Trust including those pupils with SEND as directed by Teaching staff or Head of School.
- Advise, demonstrate and assist in the safe and effective use of specialist equipment and resources.
- Be proactive in managing pupil behaviour.

### **Supporting the school**

- Contribute to the ethos, value and aims of the school.
- Comply with all relevant legislation and school policies, including those relating to safeguarding, health and safety and data protection.
- Promote inclusion and acceptance of all pupils.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.



- Maintain good working relationships with other staff members and keyholders, including parents and external agencies.
- Share expertise and skills with other staff members.
- Participate in meetings as required.
- Undertake any support duties which may reasonably fall within the level of responsibility and the competence of the post, as directed by the Head of School including supporting SEND pupils.

### **Teaching and learning**

- Develop a secure knowledge of the learning support needs of individual pupils.
- Identify where pupils are struggling, e.g. engaging with a particular topic, and support them in understanding the information and complete the work.
- Support the use of ICT and computing in learning activities, and develop pupils' competence and independence in its use.
- Undertake activities set by teaching staff with individuals, or groups of pupils, to support pupils' learning.
- Assist teaching staff to implement a variety of teaching strategies that support pupils in achieving their learning goals.
- Assist teaching staff and the SENCO with the creation of individual learning plans for pupils.
- Provide new and ongoing support for individuals or groups of pupils who need extra interventions to achieve their potential.
- Provide support to pupils in specialist areas of learning as required.
- Implement individual support for pupils based on their needs and circumstances, e.g. deliver support in line with a pupil's EHC plan.
- Implement the use of specialist equipment and resources to support pupils' learning.
- Modify support and adapt activities to suit pupils' individual needs.
- Identify ways to improve pupil performance.
- Assess, record and report on the progress of pupils and use this information to extend their learning.

### **Communication and coordination**

- Work closely with teaching staff, other Education Support Assistants and the SENCO to close the attainment gap between individual pupils, groups of pupils, and their peers.
- Assist the SENCO in the production of a timetable that ensures pupils are not repeatedly missing the same lesson to join interventions.
- Contribute towards pupils' annual reviews and report on the effectiveness of the interventions in place.
- Assist in arranging extra time and access arrangements, as appropriate, where external examinations or tests are administered.
- Liaise with the SENCO regularly to review the progress of individual pupils with SEND and the overall SEND provision in the school.



- Assist in the coordination and provision of interventions for named pupils or groups of pupils.

#### **Professional development**

- Participate in training and other professional development as required.
- Provide the school with feedback on any training or professional development undertaken.
- Report professional development progress to an assigned mentor and set goals for further professional development.
- Deliver training to other Education Support Assistants and teaching staff as appropriate.
- Act as a point of contact for other professionals, e.g. speech and language therapists, specialists and parents.

And above all else, promote a strong Safeguarding ethos.

The duties above are neither exclusive nor exhaustive and the post holder may be required to carry out appropriate duties within the context of the job, skills and grade.



**Person Specification**

**Education Support Assistant**

	<b>Essential</b>	<b>Desirable</b>
<b>Experience</b>		
Experience of working with children of primary age with additional needs, in a school environment		✓
Experience of working in EYFS		✓
<b>Qualifications/Training</b>		
GCSE English and Maths grade C or equivalent basic skills qualification	✓	
Level 2 Teaching Assistant qualification	✓	
Little Wandle Training or experience		✓
Appropriate first aid training (or willingness to undertake)	✓	
Food Hygiene Level 2 certificate (or willingness to undertake)	✓	
Training in relevant strategies e.g. phonics, physiotherapy, strategies for emotional regulation		✓
<b>Knowledge/Skills</b>		
Knowledge of cerebral palsy and/or physical disabilities		✓
A calm and patient temperament.	✓	
Willingness to undergo full training provided by professional physiotherapists.	✓	
A compassionate and empathetic approach to supporting children with additional needs.	✓	
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies		✓
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation		✓
Understanding of principles of child development and learning processes		✓
Ability to self-evaluate learning needs and actively seek learning opportunities	✓	
Ability to work as a team and using own initiative	✓	
Ability to relate well to children and adults	✓	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	✓	
An awareness of, and commitment to, equality of opportunity	✓	
The physical ability to participate in manual handling	✓	