



Campaign Pack

For the vacancy of

SEND Teaching Assistant Salisbury Academy for Inspirational Learning (SAIL)



Letter from the CEO: An Introduction to our Trust

Dear Candidate,

Thank you for taking the time to look at our advert for the SEND Teaching Assistant which is a unique opportunity arising within the Trust. I would like to take this opportunity to welcome and introduce you to Reach South Academy Trust.

We are a family of schools that work in collaboration for the benefit of all of our pupils and students. We strongly believe that our charitable objectives, to advance education in the UK, are best realised through collaboration, not only within the Trust but also beyond the Trust, where it brings educational benefit to children and young people.

The Trust currently operates 17 academies in Devon, Dorset, Gloucestershire, and Wiltshire. Between them, our academies serve pupils and students aged from 3-years old to 19-years old. We operate: 10 primary academies, University Technical College, three all-through 4-16 academies and three special academies.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local schools for their children. We are developing Reach South on a clear set of values, curriculum principles and organisational behaviours. At the heart of those values is a belief in our young people and a determination to support them to develop the knowledge, skills, and attitudes to become the successful citizens for today and all of their tomorrows. Our vision is to enable individual academies to flourish whilst also ensuring a strong ethos of support and collaboration across our schools. No child's aspirations should be limited by the expectations of others.

Teachers within Reach South belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.



Dean Ashton BSc. MEd. FCCT
Chief Executive Officer, Reach South Academy Trust



Who we are and what drives us

Reach South is a young and developing Trust which operates across the South West of England with the aim of delivering all through 3-19 education. We operate 17 academies in Devon, Dorset, Gloucestershire and Wiltshire. We are building this Trust on a clear set of values, behaviours and curriculum principles. At the heart of those values and principles is a belief in our young people and a determination to support them to develop the knowledge, skills and attitudes to become the successful citizens for today and all of their tomorrows.

Our core business is delivering exceptional education for children and young people with a mission to help all pupils aspire to achieve beyond the expectations that others put on them. We do this through the development of a talented and committed workforce. In order to deliver exceptional opportunities for learning, we need highly motivated staff across all parts of the organisation.

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Equal Opportunities and Safeguarding our Children

Reach Academy South is an equal opportunity employer. We are committed to creating an inclusive work environment for all employees and actively encourage applications from all parts of the community. We are working hard to create a dynamic and inclusive environment and it's important to us that our people come from a variety of different backgrounds. As part of this we are committed to ensuring that there is no discrimination on the grounds of age, disability, gender reassignment, marriage/civil partnership, pregnancy, maternity, race, religion or belief, sex or sexual orientation at any stage of the recruitment process or in the terms and conditions offered to new employees or promoted employees.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Each post is subject to an enhanced DBS check.

We're proud of how we support our staff seeking to achieve high levels of job satisfaction for our workforce and are aware of the contribution our staff make for the children and families we deliver for and the contribution they make towards our community.



About the School

SAIL (Salisbury Academy for Inspiration Learners) is a day specialist provider of education in Salisbury, Wiltshire for children and young people aged from 4 to 19 years who have a diagnosis of autism or an SEMH profile.

Following opening on 1 September 2023, the school moved into new premises on Wilton Road in Salisbury. The initial cohort of 54 have been joined by 25 students. The school will continue to grow towards a roll of 150 children.

SAIL's aim is to build safe independent lives for the autistic and SEMH population through a process of understanding, support, and enablement. To achieve this goal the school will look at the unique impact autism and social, emotional, and mental health experiences has on the individual child. From this we aim as a school to personalise the child's curriculum, care, and therapeutic package to ensure every child achieves and experiences success and independence.

This key intent is underpinned by a number of principles. We will ensure that all children make progress, we build and foster positive relationships with parents and carers, put pupil voice at the heart of everything and support all children so they trust, feel safe and secure. This is achievable due to the dedication and support from a range of employed professionals who are passionate, reliable and understanding including dedicated education, care and therapeutic teams.

REACH South is a forward-thinking academy trust that puts the child, and their diagnosis first. The Springfields Academy, Calne was the first Reach South special school (Ofsted good March 2022. NAS advanced status June 2022). The Peak Academy, Dursley formally joined Reach South on August 1 2022 following a period of supportive, handover work. SAIL will be our third specialist provision. The three schools, whilst retaining identity, will work very closely through the next phase of the Trust development and to meet, lead and shape regional agendas.

This strong SEN framework leaves Reach South well placed to address the local and national drive to establish new local SEND partnerships and create local inclusion plans to support the growing demand and level of need. The green paper states that pupils with SEND frequently require access to additional support from a broad specialist workforce to enable them to effectively access their mainstream provision. The new Headteacher of SAIL must be proactive and respond to this agenda, working in partnership and collaboration to shape and respond to the Wiltshire SEND strategy.

Our competitive offer

We offer an extensive range of career development opportunities and sector-leading rewards including a competitive salary plus a competitive (contributory) TPS pension scheme. Reach South also offers career progression and development opportunities, and access to our Employee Assistance Programme with many other benefits which can be found in our employee benefits brochure - [Reach South Academy Trust - Employee Benefits](#)



About the role

Reach South Academy Trust is seeking to appoint an inspirational SEND Teaching Assistant to join SAIL Academy from April 2024. The details of this opportunity are:

Post:	SEND Teaching Assistant
Location:	Salisbury Academy for Inspirational Learning (SAIL)
FTE Salary Range:	Grade F £25,119 rising to £26,421 per annum pro rata
Hours/Contract Type:	Permanent, 31.25 hours per week, 39 weeks per year (term-time only)

About the role

The position of SEND Teaching Assistant is an exciting opportunity for a passionate and compassionate individual to lead lessons, interventions and support our learners with autism.

Key skills:

- To have a good knowledge and understanding of autism and social communication needs and appropriate strategies to support pupils with this need. E.g. TEACCH.
- To have knowledge and understanding of social, emotional & mental health needs and cognitive needs, that affect children and young people's development.
- Excellent listening skills.
- An ability to build strong, trusting relationships.
- To be resilient and able to take regular responsibility for agreed learning /activities.
- Promote and support the inclusion of all pupils in the learning and social skills activities.
- To use positive and personalised anxiety management strategies.

Next Steps:

If you think this role may be for you and want to be involved at this exciting time in our development and have any questions about the position, please get in touch by calling the Recruitment team on 07759365064 or emailing us at recruitment@reachsouth.org.

Please see the advert for more information on the closing date and interview dates.

We reserve the right to interview and appoint prior to the closing date. Therefore, an early application is strongly advised.

To apply: for this opportunity, click 'apply now' on the vacancy advert page.



Job Description

Job Title:	SEND Teaching Assistant	Reports To:	Headteacher
Location:	SAIL Academy	Accountable To:	Headteacher
Salary/Grade:	Grade F	Hours of Work:	31.25 hours per week, term time only

Principal Purpose of the Role

To assist in the support and inclusion of children with a wide range of special educational needs and difficulties within the Academy. The ages of the pupils involved will be from 5 to 16 range. To support pupils' academic and social communication needs (linked to diagnosis of autism) and to support positive social and emotional wellbeing, enabling them to engage in learning in and out of the school environment.

Requirements and Responsibilities

Supporting pupils learning, either in groups or through 1:1 work. Supporting the curriculum. The exact tasks will depend on the learning support needs of the pupil/s but may include:

- Supporting the development of skills in literacy, numeracy and/or social and communication needs through structured additional intervention.
- Differentiating work for individual pupils to suit their ability.
- Using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans.
- Using personalised scaffolds to clarify and explain instructions.
- Ensuring pupils are able to use equipment and materials provided.
- Motivating and supporting pupils.
- Providing learning support resources that help pupils to access learning activities (during intervention and within the classroom).
- Promoting independence and self-reliance and problem-solving skills in relation to academic activities.
- Liaising with class teacher and special educational needs coordinator about individualised provision for pupils.
- Listening to pupils' problems and taking appropriate action or seeking advice to resolve the issue.

Autism Enablement:

Encouraging Independence (personalised to the individual &/or cohort)

- Using scaffolding such as task cards, TEACCH approaches, personalised schedules, concrete resources or vocab mats etc.
- Use of personalised reward systems.
- Use of motivators, possibly linked to the individual's special interest.
- Giving all pupils opportunities to attempt activities as independently as possible (within context), enabling them to experience a sense of completion and achievement.



Emotional wellbeing

- Ensure all pupils have the opportunity to identify how they are feeling at the start of each session, and regularly check in throughout as appropriate.
- Apply appropriate regulatory intervention in response to check in, in order to prevent behaviours from escalating.
- Aware of and implementing preventative strategies, based on individuals pupil need, identified in the one page profile, pupil profiles and care plans.

Communication

- Visual supports used e.g. pictures, gestures, objects of reference, written words
- Appropriate tone/ volume of voice for the activity.
- providing opportunities for pupils to develop communication skills e.g. group work, paired talk, discussion.
- Providing alternate methods of communication when needed e.g. pictures, objects of reference, scribing, laptop.
- Consistent communication style used with all pupils.
- Simplifying verbal language and communication to ensure pupils can understand.
- Calling each pupil by their name when gaining attention.

Sensory Issues

- Autistic children are supported to regulate sensory experiences which interfere with what they are trying to do or cause discomfort e.g. ear defenders, work stations, request for time out, low arousal approaches.
- Supporting children to access sensory activities which they find enjoyable or relaxing.
- Supporting children to tolerate a range of sensory experiences within a safe and secure context.

Provide physical/personal care to pupils

- Dressing, washing, feeding, carrying, and changing; changing of incontinent pupils and cleaning wet and/or soiled floor and furniture, clothing and nappies.
- Administering medication on instruction from the lead healthcare practitioner and supervising sick children e.g. Those with epilepsy or other medical conditions.

Supporting Staff

- Using knowledge and experience of the pupils concerned, to contribute, with the teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support.
- Contribute to the development of individualised provision and reviews of pupil progress.
- In conjunction with the teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record.
- Providing regular feedback about pupils to the Teacher/s.

Supporting the school

- Where appropriate, fostering and develop links between a pupil's home and school.



- Assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. Computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.
- Helping to ensure the hygiene of the teaching environment in cases of sickness or soiling.
- Administering minor first aid under the guidance of a qualified person.
- Ensuring that toilet areas are properly equipped with materials to cope with incontinence and that soiled materials are disposed of in the appropriate manner using the specialized equipment.
- Retrieving, setting up and storing pupils' individual eating equipment, specialist seating, physiotherapy equipment and wheelchairs/buggies as required.
- Ensure that all equipment for outings (e.g. Drinks, food, weather protection, first aid) accompanies the pupils.

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarization of peers and new recruits.

Creativity and Innovation

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem, e.g. if the pupil supported cannot cope with the task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.

Key Contacts and Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care.

Decision Making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security

Working Environment

The jobholder is mainly based in classroom settings across the academy and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

Person Specification

	Essential	Desirable
Education and Training	GCSE grade 5 in English and Maths or equivalent qualification	Additional qualifications or awards e.g. Autism qualifications, ELSA, Elklan
Knowledge and Experience	<p>The jobholder needs the ability to undertake a range of tasks involving the application of rules, procedures and techniques.</p> <p>The jobholder needs specialist knowledge of social communication (autism) and social emotional needs and good skills in supporting pupils with these needs.</p> <p>The jobholder will attend regular training as arranged by the SENCo/Deputy SENCo to maintain high standards of practice.</p> <p>Track record of interventions that have had a positive impact on pupil progress</p> <p>Recent experience of supporting pupils with SEND/Autism</p> <p>Experience of success in ensuring pupils with autism are able to engage positively and make progress academically and with social communication skills</p>	Experience supporting pupils with specific learning difficulties
Safeguarding	Full understanding of the safeguarding requirements and how teachers promote the welfare of children	
Personal Attributes	<p>Ability to engage with, motivate and adapt for pupils with autism where there are barriers to learning</p> <p>Ability to quickly build and sustain effective working relationships with a range of stakeholders, including parents, teachers, outside agencies</p> <p>A flexible innovative and consistently positive attitude</p> <p>Excellent communicator, both orally and written</p> <p>An ability to retain a sense of perspective and humour to motivate all pupils and colleagues</p> <p>Resilient and committed to preparing pupils with autism for a 'safe independent life' beyond SAIL</p>	



Reach South Multi Academy Trust

Our Vision, Values and Principles of who we are

Aspiration Beyond Expectation

Reach South is a new academy trust that was set up as a sister trust to REAch2. The trust is founded on the same values and draws strength from being linked to a wider family of schools. At our core, we are a local trust serving the South West of England with the objective of operating schools that deliver exceptional learning opportunities for children and young people of all school ages.

Our central mission is for Reach South pupils to aspire to achieve beyond the expectations that others place on them.

Reach South Academy Trust exists to provide schools that serve their local community, offering parents and guardians access to the highest quality of local school for their children.

Our Core Values

- **Inclusivity.** Reach South is for all children. We recognise that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well rounded, healthy, educated citizens.
- **Promoting social mobility.** This is a fundamental driver for Reach South. Although we recognise that each school's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - high standards of educational achievement;
 - high standards of social skills and interpersonal skills;
 - high standards of communication skills;
 - high standards of critical thinking, problem solving and creativity; and
 - understanding of society, economy, environment and an appreciation of contribution and participation.
- **Serving our local communities.** Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the school exists to serve its community; it belongs to the community. Each of our academies will ensure that the curriculum reflects the needs and uniqueness of its community.

- **Believing in the potential of our young people.** Aspiration is a precursor to self-improvement; it is not sufficient in itself but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious. We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.
- **Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development.** We educate children to improve their own life chances and opportunities, but we also educate them as trusted members of a community and a global society. Through education, we want to contribute to securing a society capable of developing, evolving, improving and being sustainable.

Our Curriculum Principles

- **High standards of educational achievement.** Education is about much more than formal test and examination grades. Assessment and examination is, however, a measure of each individual's mastery of skill, knowledge, attitudes and readiness to progress to the next stage of learning, work and life. Formal educational achievement provides young people with opportunities and choices. We have a duty to make sure that our young people are as well placed as they can be to access those opportunities and choices.
- **Broad, rich and experiential curriculum.** Our aim is not to provide a narrow education that simply provides examination grades. We want to equip young people to grow as healthy rounded individuals and citizens, who make a full contribution to community and society. Our curriculum is rich and experiential. It promotes autonomous and critical thinking skills, promoting creativity and entrepreneurship as well as social skills and communication skills.
- **Relevant learning pathways.** As our pupils move from primary to secondary school and on to further or higher education, we will ensure that they can access learning pathways that are relevant to their aspirations and developing talents. These pathways need to be relevant to both the individual and the needs of the wider community. Our secondary schools will engage closely with employers and Higher Education institutions to ensure that learning is truly relevant and best prepares young people for the world of work and social engagement.
- **Research based curriculum.** There is now significant international body of research evidence about what is effective in learning and how children's brains develop. Our views about curriculum and learning will always be rooted in verifiable and independent research evidence.
- **Teaching young people to be effective learners.** So they can engage fully with our curriculum, we are committed to teaching our children and young people how to be active learners; and how to embrace feedback and mistakes as the springboard for further learning and development.



Our Core Behaviours

- **Encouraging professional freedom.** We expect our school leaders and staff to develop a curriculum that is relevant to local context and is consistent with the values, principles and behaviours of Reach South. We require consistency but not conformity. We encourage professional freedom within boundaries.
- **Championing young people, not institutions.** We will always champion our young people, even if this conflicts with being the champion of our institutions. For example, where the most appropriate learning pathway for a young person is found in another institution, this would mean a loss of funding to the Trust. Under all circumstances, we are absolutely clear that we will always put the interests of the young person first.
- **Collaboration not competition.** As a charitable education trust, we will collaborate and work with other organisations to deliver positive outcomes for children. Reach South already has very close synergies and association with REAch2 and other Academy trusts. We also seek to collaborate with other organisations, Local Authorities and Government agencies where it brings benefits to our young people.
- **Integrity and Trust.** We behave with the highest integrity at all levels of the organisation. These behaviours are critical to our organisational growth and sustainability.
- **Developing our people.** Integrity without competence would do little to build confidence in our ability to deliver what we promise. We will build and maintain a reputation for expert organisational competence through the development of skills and capacity in our people and our organisation.

