



## Welcome to Emily Wilding Davison (EWD) School...

The Emily Wilding Davison School opened in September 2022 in a £5.5m refurbished school in Ponteland, accepting up to 100 students, from Year 7 to Year 11 (11 – 16 years). We are a Co-educational school, educating students with additional needs from all over Northumberland.

Every student at The Emily Wilding Davison School has an Educational Health Care Plan (EHCP), which means that there has been a formal assessment by a local authority, leading to a legal document that is reviewed annually, highlighting specific additional needs in Social, Emotional, Mental Health.

Many of our young people have a diagnosis in Autism Spectrum Disorder (ASD) and or Attention Deficit Hyperactivity Disorder (ADHD) with others without a set diagnosis. Our students do not have specific learning needs, although many demonstrate a lack of identity or attachment, as well as high levels of anxiety, leading to communication and behaviour.

Our vision is to provide a high quality, educational and therapeutic community, which offers life-changing opportunities in preparation for adulthood, within a safe, creative and exciting environment.

- **Learning Capital:**
  - o Understanding learning gaps of the individual and ensuring these are closed and students achieve the best outcomes at GCSE and Functional Skills. Students are offered a broad and balanced curriculum that will meet their academic and social development.
  
- **Social Capital:**
  - o Every student has an EHCP that identifies for areas for development
    - Cognitive and Learning
    - Communication and Interaction
    - Social Emotional and Mental Health
    - Sensory and/or Physical Difficulties
  - o We ensure that every student has a Therapeutic Profile (Thrive) and an action plan to create interventions to address the needs identified. We work with external partners to address some of these barriers too.
  
- **Community Capital**
  - o How do our students fit into society and how we have Preparation for Adulthood. This includes social expectations, team work, communication, resilience. There is a clear careers programme to ensure the next steps in Post 16.



The singularity of vision shared by staff enables us to provide the highest quality education and support for all our pupils. Indeed, staff will always go ‘the extra mile’ to create a safe and caring environment in which young people are encouraged to manage and overcome their difficulties, within a climate that promotes curiosity and learning; enabling them to be the best they can be. Our high expectations empower pupils to make outstanding progress academically, morally and socially. In addition, we focus on their place in the community, encouraging their development into active and responsible members of society.

The website will give you some information about what we offer but the best way to get a ‘feel’ for The Emily Wilding Davison School is to come and see for yourselves. Please do get in touch to arrange a tour if you would like to come and see the school for yourself.

Should you decide that this post and that The Emily Wilding Davison School is the right school for you then we would welcome your application by **9:00am on Friday 20th October**. We ask that you complete the attached Application Form and write a letter, no more than one side of A4 outlining:

- Your vision for education within a school serving students with Social, Emotional and Mental Health.
- Your experiences to date and how they meet the job description; and
- Your experiences to date and how they will impact the students, parents/carers, staff and community at The Emily Wilding Davison School.

We wish you well and look forward to hearing from you.

Dr M Hutchison  
Head Teacher



### Person Specification

**JOB TITLE:** Learning Support Assistant

**GRADE:** Band 4

Person Specification – Pastoral Lead Learning Mentor			
Area	Criteria Requirement - E = Essential - D= Desirable Assessment by Application =A Interview process = I	R	A
<b>Skills Knowledge Aptitudes</b>	<ul style="list-style-type: none"> <li>• full working knowledge of relevant polices/codes of practice/legislation.</li> <li>• working knowledge of national curriculum and other relevant learning programmes.</li> <li>• understanding of principles of child development and learning processes and, in particular, barriers to learning.</li> <li>• ability to plan effective actions for pupils at risk of underachieving.</li> <li>• understand range of support services/ providers.</li> <li>• ability to self-evaluate learning needs and actively seek learning opportunities.</li> <li>• ability to relate well to children and adults</li> <li>• work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these.</li> </ul>	E	A I
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<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>• Current NVQ level 2 in English and Maths or equivalent and willingness to work towards NVQ level 4 or degree equivalent in relevant discipline/job role</li> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.</li> <li>• Training in relevant learning strategies e.g. literacy.</li> <li>• Specialist skills/training in curriculum or learning area e g bi-lingual, sign language, ICT</li> </ul>	E	A
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		D	A
		D	A
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience working with children of relevant age</li> <li>• Experience of working with pupils with additional needs</li> </ul>	E	A I
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<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Able to work on own initiative and as part of a team with minimal supervision.</li> <li>• A friendly, positive and flexible approach</li> </ul>	E	A I
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**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be



reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake the work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.