



## Enhanced Student Support Lead

### ROLE INFORMATION PACK

|                                      |                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------|
| <b>Role</b>                          | Enhanced Student Support Lead                                                    |
| <b>Main Location</b>                 | Queensway School                                                                 |
| <b>School Website</b>                | <a href="https://queensway.school">https://queensway.school</a>                  |
| <b>Status</b>                        | Permanent                                                                        |
| <b>Contract Type</b>                 | Support Staff                                                                    |
| <b>Hours</b>                         | 32.5 hours per week                                                              |
| <b>Working Weeks</b>                 | Term time (38 weeks) plus 5 days                                                 |
| <b>Salary</b>                        | NJC Scale 6 (SCP 18–22)                                                          |
| <b>Accountable to</b>                | Senior Leader responsible for Behaviour and Pastoral Support                     |
| <b>Application deadline</b>          | 12 <sup>th</sup> October by 5pm                                                  |
| <b>Interview dates</b>               | w/c 19 <sup>th</sup> October                                                     |
| <b>Enquiries and applications to</b> | <a href="mailto:kerriann.hughes@lct.education">kerriann.hughes@lct.education</a> |



## Mission Statement

Delivering an inclusive, compelling and transformative education that empowers young people, both in the classroom and beyond, preparing them for the rapidly changing world ahead.



## Vision

Developing compassionate, resilient and inspirational young people who can thrive within an ever-changing global community.



## Our values



### A Trust With Heart

We place our young people, staff and families at the heart of everything we do; we empower our young people to become compassionate, caring, humble and inspirational individuals.



### Never Leave A Child Behind

We support all our young people to ensure that - regardless of their background or starting point - they can achieve exceptional educational outcomes.



### Thriving Community

We passionately believe that a positive, thriving community is the heartbeat of the academy. We embrace our collective strength to create a range of opportunities that enhance the lives of our young people and families whilst also acknowledging and celebrating the distinctiveness and individuality of each academy's community.



### Together We Are Stronger

We are united in our vision to ensure the best learning experiences for our young people, staff, and community through strong relationships and effective



### Successful Young People

We create a pride in our academies and a thirst for learning that raises aspirations and ensures our young people are ambitious - both within school life and through extensive enrichment offers - to prepare them for the global community.



### Learning For All

We deliver compelling, transformative and reflective learning in our classrooms, celebrating the differences of each academy's community, inspiring all our young people and staff to be the very best that they can be.



### Respect For All

We celebrate equality, diversity, inclusivity and individuality because we believe that we have far more in common than that which divides us.



### Coping With The Challenges Of Life

We develop resilience within all our young people and staff to ensure a mindset for success and readiness to thrive in an ever-changing global community.

# Together, with our families, our staff and our communities, we are stronger.

At the Learning Community Trust, we are proud to lead a family of academies that spans education from early years through to post-16 within our specialist settings. We serve thousands of young people and staff across our academies and take our responsibility seriously, placing our young people, staff, and families at the heart of everything we do.

Our mission is so important to us all, we all work tirelessly to deliver an inclusive, compelling, and transformative education that empowers young people both in the classroom and beyond, preparing them for the rapidly changing world ahead. We are united by a shared vision: to develop compassionate, resilient, and inspirational individuals who are ready to thrive in an ever-changing global community.

Our eight core values: A Trust With Heart, Successful Young People, Never Leave A Child Behind, Learning For All, Thriving Community, Respect For All, Together We Are Stronger, and Coping With the Challenges of Life create our daily moral compass and guide every decision we make and every service we offer.

We believe that every young person deserves access to a rich and inspiring educational experience, one that fosters a mindset for success and importantly, prepares them to be global citizens. Across our Trust, we are proud to celebrate equality, diversity, inclusivity, and individuality, recognising that we have far more in common than that which divides us. Each of our academies is distinctive, with its own ethos and community, yet all are united in our commitment to exceptional outcomes and shared trust values.

Our success is rooted in a steadfast commitment to the professional growth and well-being of our staff. We believe that when our teams are empowered, supported, and continually developing, they create the foundation for truly exceptional learning experiences. That's why we invest in high-quality training, leadership development, and well-being initiatives that nurture both personal and professional growth. By fostering a culture of care, collaboration, and continuous improvement, we ensure that our staff feel valued, inspired, and equipped to make a lasting impact in the lives of our young people.

To ensure we remain focused and forward-thinking, we have developed a robust Five-Year Strategic Plan. This plan is more than a roadmap; it is a commitment to realising our mission and values across every academy and community we serve. Grounded in our eight core values, the plan sets out clear priorities, aligns resources,

and establishes measurable goals. It unites leaders, educators, families, and partners around a shared vision, ensuring we are prepared to meet challenges and lead with clarity, compassion, and impact.

A key strength of our organisation is our commitment to investing in the people who work within our Trust. We believe that when staff are supported to grow, our academies flourish. That's why professional development is at the heart of our offer. Every colleague, whether in teaching, leadership, support, or operations, benefits from access to CPD pathways designed to build expertise, confidence, and career progression.

No academy within our Trust stands alone. We work collaboratively to share best practice, provide targeted support, and create opportunities for staff to connect, learn, and lead. From coaching and mentoring to leadership development and subject networks, our CPD offer is designed to meet the needs of every role and every stage of a career. Our aim is simple: to empower educators to deliver exceptional outcomes for young people, while building fulfilling and sustainable careers.

We are proud of our reputation, both regionally and nationally, for strong educational outcomes and community focus. Our academies work closely together, sharing best practice across phases and settings to create thriving learning environments. We believe that Together We Are Stronger, and through collaboration, we can build a resilient, inclusive educational system where every young person can flourish.

Thank you for considering the Learning Community Trust as your partner in education. We look forward to working with you to create lasting, positive change for your school and your community.



**Paul Roberts**

Chief Executive Officer



## Working in Queensway

Queensway is a specialist school in Telford supporting children and young people with Social, Emotional and Mental Health needs and Communication and Interaction needs, including autism. Across its specialist provision, the school is united by a clear belief that every pupil can thrive when they feel safe, understood and supported.

Relationships are central to life at Queensway. As a Trauma Informed Gold school with Advanced Autism Accreditation, staff use consistent, nurturing and evidence-informed approaches to help pupils regulate, build trust and engage positively with learning. High expectations sit alongside empathy, clear boundaries and carefully personalised support.

Pupils benefit from a broad and ambitious curriculum, therapeutic support and opportunities that develop resilience, confidence, independence and preparation for adulthood. Queensway's strong academic, vocational and personal outcomes reflect the commitment of staff who focus on possibilities rather than barriers.

The school works closely with families, external professionals and the wider community so that support is coordinated around each child. Queensway is also entering an exciting period of development, including new purpose-built SEMH facilities

that will strengthen collaboration and create further opportunities for pupils and staff.

As Enhanced Student Support Lead, you will coordinate high-quality pastoral and academic support for pupils educated away from the school site through external placements or modified timetables, and for pupils returning following suspension. You will keep pupils connected to education, safeguarding arrangements and the wider school community through careful planning, regular contact and persistent follow-through.

We are looking for a calm, resilient and highly organised professional who can build trusted relationships with pupils and families while maintaining clear expectations and professional boundaries. You will coordinate effectively with school staff, placement providers and external professionals, maintain accurate case records, monitor attendance and learning, and respond confidently to changing circumstances and risk.

**Alison Ashley**

Director of Specialist Education, LCT



## Why work for the Learning Community Trust?

**The Learning Community Trust**, is a large employer with staff working in all sectors of education as leaders, teachers, educational and pastoral support, business support, and other services across our growing trust.

We are committed to ensuring that Learning Community Trust is an outstanding employer. Recruiting, developing and supporting the best staff is essential to the success of our Trust and academies. Our head office is based in the heart of Telford, with academies across Telford and Shropshire and excellent road and rail links to the West Midlands and beyond.

- **Flexible working and work-life balance** — We recognise the importance of balancing work with personal commitments. Where the role allows, working patterns, core hours and home-working arrangements can be discussed and agreed, while ensuring the needs of the post, school and Trust continue to be met.
- **Generous pension provision** — Staff are automatically enrolled into the relevant pension scheme, with employer contributions through either the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Holiday and special leave** — Holiday entitlement varies by role, but support staff receive a generous annual leave allowance plus bank holidays, with additional entitlement awarded after five years' service. Our special leave policy also supports staff through important life events and family milestones.
- **Comprehensive induction, CPD and career development** — We are committed to helping colleagues grow throughout their careers, with structured induction, ongoing training, professional development, instructional coaching and opportunities for progression across our Trust.
- **Health and wellbeing support** — Staff have access to wellbeing resources, free eye tests, flu vaccinations, occupational health support and an Employee Assistance Programme offering confidential advice and support for employees and their families.



- **Counselling support** — Employees can access independent counselling support, helping colleagues and their families receive timely advice and support when they need it most.
- **Family-friendly policies** — We understand that family life and caring responsibilities matter. Our policies are designed to support colleagues through key life stages, including becoming a parent, growing a family or caring for dependants.
- **Financial protection and peace of mind** — We offer supportive sick pay arrangements and death in service benefits, providing reassurance and financial protection should the unexpected happen.
- **Salary sacrifice schemes** — Staff can access practical schemes to support financial wellbeing, including salary sacrifice options.
- **Modern working environments and the right equipment** — Our academies provide safe, modern and well-equipped working environments, with the technology, systems and resources colleagues need to work effectively, including remote access where appropriate.
- **Collaboration across a growing Trust** — Staff benefit from working across a diverse family of primary, secondary and specialist academies, sharing expertise, developing practice and contributing to Trust-wide improvement.
- **Additional staff perks** — Depending on the site, colleagues may benefit from discounted freshly prepared meals, free parking and access to facilities such as gyms and swimming pools at reduced rates or free of charge.



## Enhanced Student Support Lead

### ROLE OVERVIEW

This is a highly responsive role leading the day-to-day coordination of pupils in external placements or on modified timetables, and supporting successful reintegration following suspension. You will ensure each arrangement is safe, purposeful, regularly reviewed and focused on increasing engagement and securing a planned return to school.

You will act as the principal operational link between pupils, families, school colleagues, external providers and relevant professionals. The role includes monitoring attendance, welfare, safety, engagement and academic continuity; coordinating learning materials and information; contributing to reviews; and undertaking planned visits to external provision and, where appropriate and risk assessed, pupils' homes.

The role requires strong case management, sound professional judgement, accurate recording and tenacious follow-through. You will work flexibly across school, home and external settings, remain alert to safeguarding and attendance concerns, and provide calm, consistent and solution-focused support in complex circumstances.

# Job Description

## Main purpose

To lead and coordinate high-quality pastoral and academic support for pupils educated away from the school site through external placements or modified timetables, and for pupils returning following suspension, ensuring safe, planned and well-managed transitions.

The postholder will maintain purposeful contact with pupils, families, school staff, placement providers and external professionals, providing support in school, at external provision and, where appropriate and risk assessed, through home visits.

This role requires strong case management, professional judgement, accurate recording and persistent follow-through. The postholder will ensure teaching and learning requirements are identified, communicated, monitored and reviewed in accordance with school and Trust policies.

## Duties and responsibilities

### External placements and modified timetables

- Lead day-to-day coordination of pupils in external provision or on modified timetables under senior-leader direction.
- Ensure each arrangement has a clear rationale, agreed outcomes, named responsibilities, approvals, review dates and a route towards increased engagement or return to school.
- Act as the principal operational link between the school, pupil, family, provider and relevant professionals.
- Maintain an accurate overview of each pupil's expected location and escalate unexplained absence, attendance concerns or safeguarding issues immediately.
- Visit external provision to monitor welfare, safety, engagement, academic progress and placement suitability.
- Contribute evidence and recommendations to placement reviews.

### Return from suspension and reintegration

- Coordinate practical preparations and communications for pupils returning from suspension.
- Support reintegration meetings with pupils, parents or carers and relevant staff.
- Produce, implement and review individual reintegration plans covering pastoral needs, learning, reasonable adjustments, risk management, key adults and review points.
- Provide structured check-ins and targeted support to rebuild relationships, routines and engagement with learning.
- Ensure agreed restorative, pastoral and educational actions are completed and concerns escalated promptly.
- Monitor repeated suspension, disengagement or placement breakdown and contribute factual information to review processes.

### Academic continuity and teaching requirements

- Work with curriculum leaders, teachers, SEND staff and providers to secure suitable, adapted learning.
- Coordinate learning materials, feedback and assessment information between school and external provision.
- Ensure staff understand completed learning, curriculum gaps and required catch-up or adaptations when pupils return.
- Monitor access, completion, progress and engagement, escalating insufficient provision or unmet requirements.
- Support pupils to overcome practical and pastoral barriers while maintaining high expectations.

### Pastoral support, family engagement and home visits

- Build professional, trusting relationships with pupils whose engagement is fragile or affected by complex needs.
- Provide planned pastoral support in school, at placements and in the home in line with safeguarding, lone-working and risk-assessment requirements.
- Undertake home visits as required, normally with another authorised colleague where policy or circumstances require.
- Use visits to maintain welfare contact, support engagement, understand barriers and agree practical next steps.
- Communicate sensitively with families, maintain boundaries and record and share significant information appropriately.

### **Safeguarding, attendance and risk management**

- Remain alert to safeguarding concerns across school, home and external-placement contexts and report them immediately.
- Confirm and monitor attendance, follow up absence promptly and escalate concerns through agreed systems.
- Contribute to and follow risk assessments, safety plans, behaviour support plans, EHCP provision and safeguarding plans.
- Complete dynamic risk assessments when circumstances change and seek senior or safeguarding advice.
- Maintain safe working practices during off-site work, travel and home visits.
- Report and follow through concerns about the quality, safety or suitability of placements.

### **Policy compliance, recording and quality assurance**

- Follow Trust and school policies on suspension and exclusion, safeguarding, attendance, behaviour, alternative provision and modified timetables.
- Maintain clear, objective and up-to-date case records covering contact, visits, attendance, learning, welfare, actions and outcomes.
- Ensure correspondence, meetings, reviews and operational actions are completed accurately and on time.
- Provide regular reports and case summaries identifying progress, risks, non-compliance and required action.
- Contribute to audits, reviews and quality assurance.

### **Team working and professional relationships**

- Work closely with teaching, pastoral, SEND, safeguarding, attendance, senior and Trust colleagues.
- Liaise professionally with local authority services, providers and other agencies, sharing information lawfully and proportionately.
- Chair or contribute to pupil planning and review meetings when requested, ensuring actions are clear, owned and completed.
- Promote a joined-up approach connecting pastoral support, safeguarding, attendance and teaching and learning.
- Provide calm, consistent and solution-focused support in complex circumstances.

### **Other responsibilities**

- Safeguard and promote the welfare of children.
- Comply with policies on child protection, health, safety, security, confidentiality and data protection.
- Support equality of opportunity, the ethos and aims of the School and Trust, and the work of other professionals.
- Attend relevant meetings, training and learning activities as required.

The postholder may be required to carry out other duties commensurate with the post. This job description is subject to review by the line manager in negotiation with the postholder, including through annual performance-management arrangements.

# Person Specification

| Person Specification        | Essential                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Desirable                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Qualifications              | <ul style="list-style-type: none"> <li>GCSE or equivalent in English and mathematics.</li> <li>Relevant professional development in safeguarding, pastoral support, behaviour, attendance, SEND or work with children and young people.</li> </ul>                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Relevant Level 3 or higher qualification in education, youth work, family support, mentoring, counselling, SEND, pastoral care or a related field.</li> <li>Training in suspension and exclusion, alternative provision, attendance, restorative practice, trauma-aware practice or de-escalation.</li> </ul>                                       |
| Work or relevant experience | <ul style="list-style-type: none"> <li>Experience working with children or young people in education, youth, care, family support or a similar setting.</li> <li>Experience providing pastoral support to pupils with complex or additional needs.</li> <li>Experience coordinating actions across pupils, families, staff and external professionals.</li> <li>Experience maintaining accurate case records and following safeguarding procedures.</li> <li>Experience managing challenging conversations calmly and professionally.</li> </ul> | <ul style="list-style-type: none"> <li>Experience of alternative provision, modified timetables or reintegration following suspension.</li> <li>Experience of home visiting or community-based work.</li> <li>Experience monitoring learning for pupils educated away from school.</li> <li>Experience contributing to risk assessments, support plans or multi-agency reviews.</li> </ul> |
| Skills and knowledge        | <ul style="list-style-type: none"> <li>Strong understanding of safeguarding, confidentiality, information sharing and professional boundaries.</li> <li>Understanding of attendance, inclusion and continuity of education.</li> <li>Ability to plan, coordinate and review individual pupil transitions and support arrangements.</li> </ul>                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Knowledge of statutory and Trust expectations for suspension, exclusion, alternative provision and modified timetables.</li> <li>Knowledge of SEND, EHCPs, reasonable adjustments, behaviour support and trauma-aware practice.</li> </ul>                                                                                                          |

# Person Specification

|                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                     |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <ul style="list-style-type: none"> <li>• Ability to build trusting relationships while maintaining clear expectations.</li> <li>• Clear, sensitive and assertive communication with pupils, families, colleagues, providers and professionals.</li> <li>• Accurate, objective and timely recording with strong follow-through.</li> <li>• Ability to organise competing priorities, respond to change and escalate risk.</li> </ul>                                                                                                | <ul style="list-style-type: none"> <li>• Confidence using school information systems, safeguarding systems and Microsoft Office.</li> </ul>                                                                                         |
| Personal attributes | <ul style="list-style-type: none"> <li>• Calm, resilient and emotionally regulated in challenging situations.</li> <li>• Warm and approachable, with the ability to engage pupils and families.</li> <li>• Persistent, organised and accountable, with strong attention to detail.</li> <li>• Professionally curious and able to challenge respectfully.</li> <li>• Flexible and willing to work across school, home and external settings.</li> <li>• Committed to equality, inclusion, dignity and high expectations.</li> </ul> | <ul style="list-style-type: none"> <li>• Reflective and open to feedback, supervision and ongoing learning.</li> <li>• Strong commitment to improving outcomes for vulnerable pupils and those at risk of disengagement.</li> </ul> |
| Special conditions  | <ul style="list-style-type: none"> <li>• Sufficiently fluent in spoken English to perform the role effectively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>• Full driving licence and access to transport suitable for business use, subject to reasonable adjustments where applicable.</li> </ul>                                                     |

## Person Specification

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|  | <ul style="list-style-type: none"><li>• Able and willing to undertake planned home visits and work at external placements in accordance with risk assessments and Trust procedures.</li><li>• Able to work flexibly across the school day and different locations.</li><li>• Willingness to undertake an enhanced Disclosure and Barring Service check.</li><li>• Commitment to safeguarding and promoting the welfare of children and young people.</li></ul> |  |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|



## How to apply

Please complete our application form which can be downloaded from [Our vacancies - Learning Community Trust](#) following the relevant job advert. Please complete highlighting your relevant experience, skills, and personal qualities. Once completed email to the email address on the front of this role information pack by the deadline.

Interviews will be offered to applicants who best match the person specification and job description.

If invited for an interview, bring evidence of essential and desirable qualifications and documents for the DBS application process.

We are committed to providing a fair and accessible recruitment process. If you require any adjustments at any stage, please contact us using the email address provided at the start of this pack.

## Important Notes:

- Please complete all elements of the application form, incomplete forms will not be put through shortlisting.
- CVs are not accepted.
- If shortlisted, references will be requested before interview
- All shortlisted candidates will be visited in their current setting ,where possible.

Please note that by submitting an application you agree for your personal data to be processed in line with the trust's privacy notices. Further information can be found at [Privacy Policy - Learning Community Trust](#)

## **Trust commitment to Safer Recruitment and Safeguarding:**

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment:

- All offers of employment are subject to an Enhanced DBS check, children's barred list check and, where applicable, a prohibition from teaching check.
- An online social media check will be undertaken for all shortlisted candidates prior to the interview.
- This post is exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013, 2020 and 2023). Guidance on disclosing convictions can be found on the Ministry of Justice website.
- Under the Immigration Act 2016, candidates for customer-facing roles must meet the necessary standard of spoken English.
- It is an offence to apply if barred from engaging in regulated activity relevant to children.
- Any offer of employment is subject to medical fitness, satisfactory references, right to work in the UK, satisfactory online check and an Enhanced DBS check.
- References will be requested and checked prior to any interview and in line with the Learning Community Trust recruitment and selection process.
- Applicants must have current right to work visa status, this role does not support visa applications

For more information regarding our commitment to safeguarding, visit

<https://lct.education/statutory-information/safeguarding> to find view the latest statutory guidance.



**Learning**  
Community Trust

Learning Community Trust  
2.02-2.06 Grosvenor House  
Central Park  
Telford  
TF2 9TW



For more information please visit [lct.education](https://lct.education)