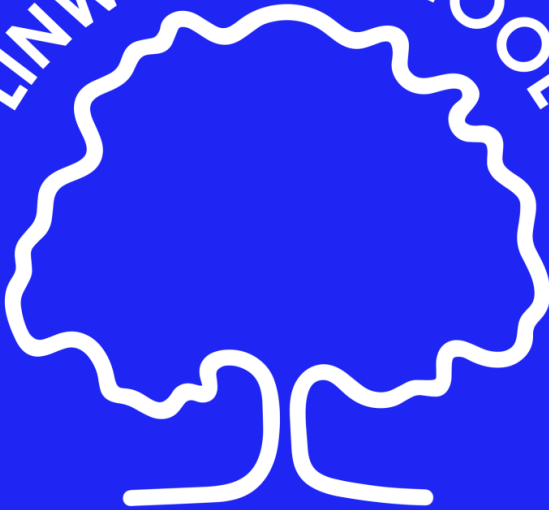




# Industrial Placement

Year in Work

LINWOOD SCHOOL



Belong. Believe. Achieve.

# Who we are

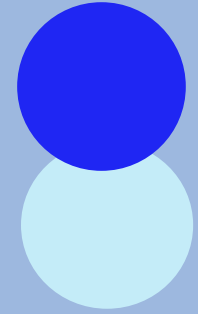
- Linwood School is a multi-campus special school for children and young people aged 3 – 19.  
Our students have a wide range of special educational needs including moderate (MLD), severe (SLD), profound (PMLD) and complex learning difficulties (CLDD), and those on the Autism spectrum.
- We offer a variety of curriculum pathways to meet those needs and ensure that all our students achieve the best possible outcomes.

# Head's welcome

We have an exceptional staff team of teachers, teaching assistants and support staff. All staff are committed to providing the best possible support and opportunities for our students.

We are dedicated to providing a safe and secure learning environment where our students can grow and develop personally and academically.

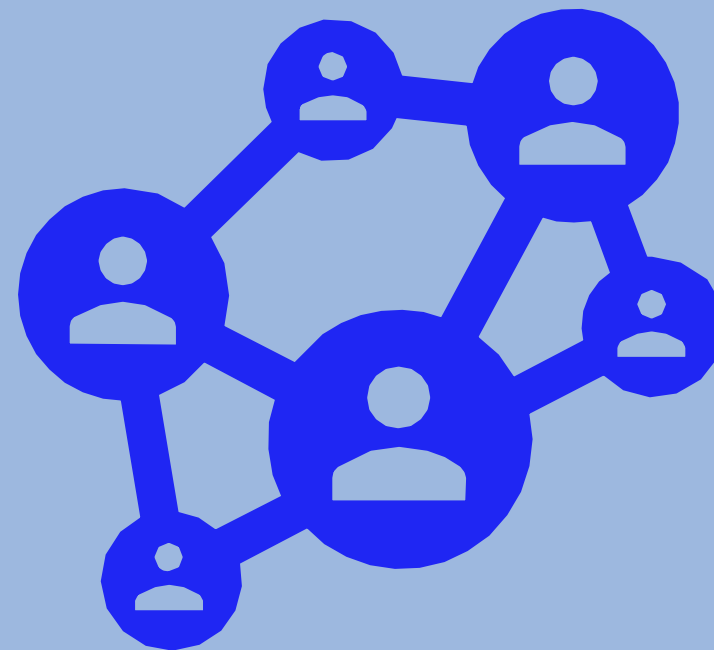
We understand the importance of strong relationships, motivating activities, joy, and laughter in developing engagement and promoting learning.



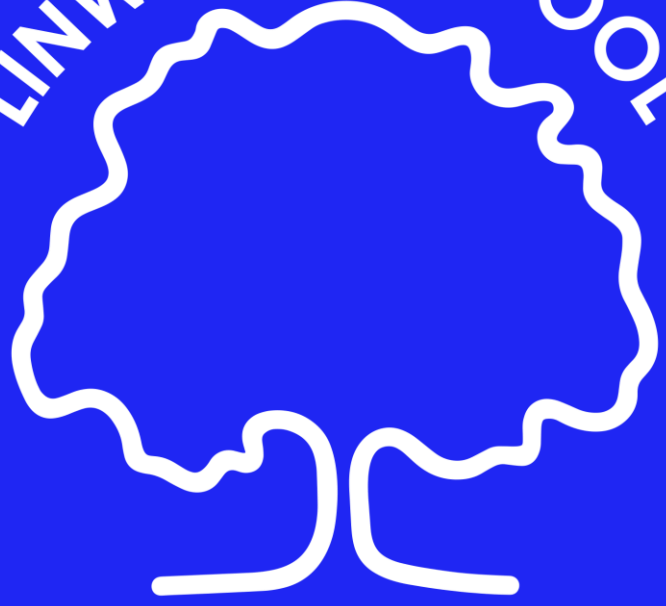
# Our Vision

Our Vision is to create a community where everyone achieves and thrives so that all our students succeed through their education years and beyond. Everyone is valued within a safe and nurturing environment.

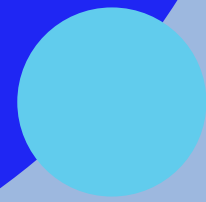
All our students have full and equal access to an ambitious curriculum, rich learning experiences and high-quality personalised support.



LINWOOD SCHOOL



**Belong. Believe. Achieve.**





# Our Core Values





# Curriculum Vision

We take into consideration the diverse learning needs of our students. From their earliest days with us, we work collaboratively to ensure that everyone has access to a relevant and meaningful curriculum pathway that effectively prepares them for a fulfilling and purposeful adult life.

We strive to ensure that the input to each student's learning is the absolute best it can be so that the progress made, (however that looks for the individual) is aspirational.

We aspire to meet the continually evolving challenges in education, ensuring that our practice is based on current developments in research and sound pedagogy.





# How we meet our vision :

- Promote a happy, caring, respectful community in which all students feel valued and successes are celebrated.
- Facilitate dynamic, challenging, and personalised learning pathways that build on prior learning and prepare students for their lifelong learning journey.
- Build the attributes of effective learners and emphasise the importance of developing metacognition to equip our students with the skills they need to be life-long learners.
- Provide an environment and resources that encourage curiosity and responsiveness, and opportunities for active learning through investigation and exploration.
- Equip our students to be independent, responsible, respectful, active citizens who have a place in their community.
- Collaborate with education, health, social care, and the voluntary sector to work within a culture of high expectations and a proactive drive to narrow the gaps in outcomes, attainment, and progress.

- Embrace equality of opportunity and promote positive attitudes towards sexual, cultural, ethnic, religious, and social diversity.
- Provide relevant, meaningful, and purposeful learning opportunities, including through regular access to the local community.
- Deliver a strong commitment to developing skills of Literacy, Language, Number, and ICT within a consistent Total Communication environment.
- Aim for all learning opportunities to be motivating, engaging and inclusive.

- Explore young people's ambitions, aspirations and goals with them, their families, and carers; set young people on a learning pathway towards next steps and prepare for life beyond school.
- Promote aspiration by setting ambitious, challenging, and achievable targets and learning objectives that enable learners to make progress.
- Promote values of inclusive education by ensuring that all learners have access to appropriate curriculum pathways to learning.

- Promote strong links with learners' families and carers, communicating with them regularly about our curriculum and their children's learning.
- Refer to national models of expectation and progression, ensuring we deliver a broad and balanced curriculum.
- Keep abreast of new research, understand the developments in educational practice and keep our practice under review.
- Ensure the outcomes outlined in the Education Health Care Plan inform the personalised provision for each student.







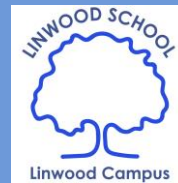
Bournemouth is the largest resort in Dorset and along with seven miles of sandy beaches, also has beautiful parks and gardens. It is on the doorstep of the New Forest National Park, with excellent railway and road connections to London and its own international airport.



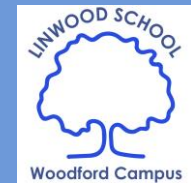
# School Campus Locations



Springwood Campus  
Andrew's Close  
Springwater Road  
Bournemouth  
Dorset BH11 8HB  
**01202 592410**



Linwood Campus  
Alma Road  
Winton  
Bournemouth  
Dorset BH9 1AJ  
**01202 525107**



Woodford Campus  
Twynham Primary  
Marsh Lane  
Christchurch  
Dorset BH23 2NH  
**01202 592415**

# Industrial Placement/Year in Work

By joining our team of professional, dedicated, and motivated staff as a Teaching Assistant, you will gain a wealth of first-hand experience in meeting the diverse needs of our students. Our students have a range of language and communication difficulties alongside their learning differences.

You could work with a range of neurodivergent students including those who are autistic, have sensory process disorders or ADHD.

You might also work closely with students who need additional support with their emotional regulation and engagement in school life. Many students need help with their life skills, self-help, and self-care skills. You would support them with this as directed by the teacher, working towards as much independence as possible.

Several students may have specialist programmes written by Occupational Therapists, Physiotherapists or Speech and Language Therapists that you, as a class TA, would deliver under their guidance and training.

A few students have Profound Learning Difficulties (PMLD) who require high levels of physical and specialist medical care. Should this be an area of interest for you and you are placed in a class with students with these needs, you would have the necessary and appropriate training to be able to deliver this care.



# Current Students

The Christmas show was the most enjoyable part of the year so far. Seeing the children's happiness at their performances was so rewarding, and they did such a great job!

The most beneficial part of the year so far has been observing the students' growth and development. Witnessing their progress, both academically and personally, has been highly rewarding.

Every day at work is different, and I'm always learning something new. By doing this, I can see how the content I learned in my lectures can be applied to an educational setting. Having had this experience first-hand has taught me so much more.

I think being able to immerse myself into the staff team and the whole school environment has allowed me to experience day to day school life and reflect on whether I could see this as a potential future pathway for myself.

First-hand experience with children who need support with their educational development.

Being given the same responsibilities and treated the same as long-term staff has built my confidence and made me feel part of the team.

It has been so enjoyable to get to know the children in my class, their individual personalities and interests and seeing how these develop through time. Slowly building trusting working relationships with them has been so meaningful and seeing them achieve milestones always amazes me. I am reminded every day of how lucky I am to be able to witness such achievements. Linwood School is just exactly what I hoped it would be!

I couldn't possibly pick one enjoyable moment as there have been so many, but I think my favourite thing about the placement is the kids.

Seeing them grow and develop - not just educationally, but socially and emotionally - is truly amazing and I'm so glad I get to be a part of that process.

## To Find Out More

Call or email

☎ 01202 525107

✉ [hr@linwood.bournemouth.sch.uk](mailto:hr@linwood.bournemouth.sch.uk)



\* Our recruitment practice follows safer recruitment in line with keeping children safe in education.

Throughout the year you will attend the Induction training on Mondays after school. This is a mixture of virtual and in-person sessions – you will be paid to attend.

Example of induction training activities.

Preparation for adulthood

Sensory Differences

Visual Strategies and Support

Mindfulness and relaxation techniques in the classroom

Supporting Literacy in the Classroom

Health and Safety including Risk assessments

AET Making Sense of Autism

Vision and Values & Principles of Good Practice

You will receive ongoing training and advice from your colleagues and co-workers to enable you to carry out your job to the best of your ability. You will be buddied with a Teaching Assistant within your class, for everyday advice and guidance. In addition to this, you will be assigned a Line Manager for professional guidance, support and workplace assessments and reports. They will liaise with your university placement coordinator to facilitate visits.





# The package – HR

Salary £23,500 (pro rata £16,315)

Hours - 8:45am until 3:30pm

Monday to Friday

Term Time only plus INSET days

Duration - Fixed Term

1 September 2024 – 31 August 2025

Working benefits –

- An employee assistance programme to support staff wellbeing
- Local government pension scheme
- Paid after-school training sessions to support staff development
- Easy to access Eyecare Scheme



Apply  
Now!