



PENRYN COLLEGE

ACHIEVING through CHALLENGE



Candidate Pack - Educational Support Officer



Message from The Headteacher

Thank you for the interest that you have shown in joining us at Penryn College. As Headteacher, I am proud to lead a school community that is committed to excellence, inclusivity, and innovation. Our motto, "*Achieving through Challenge*," reflects our belief that with the right support and encouragement, all young people can reach their full potential.

We are passionate about providing a broad and balanced curriculum that inspires curiosity, creativity, and confidence. Together we work tirelessly to create an environment where students feel valued and empowered to take ownership of their learning. Lessons are engaging and underpinned by excellent resources including technology.

We have high expectations of our staff, but in return we provide a supportive and friendly working environment where your feedback is valued and your efforts recognised and rewarded, with ample CPD opportunities and the chance to really make a difference.

Penryn College is more than just a place of learning—it is a vibrant, caring community where every moment matters.

One of the most important things I have learnt in my career is to listen to students. Finding out what our students think and experience in any capacity, whether it's with our student leadership groups, standing in the canteen queue, or sitting next to them in their lessons. These important interactions tell us what we're doing right and set our priorities. After all, it's the reason we came into this profession!

I hope this information pack will give you a good overview of the position and working at our School. There is a strong community spirit here, and all our staff, whatever their role, play an important part in our success. If you have any questions please do contact us, we are more than happy to help.

Warm regards,

Claire Croxall

About Our School - Vision, Mission & Ethos

Penryn College is a lively, thriving school, and we pride ourselves on our local and national reputation for educational excellence. We work in partnership with national research-led teaching and learning initiatives such as the Arts Council Creativity Collaborative and we are an award-winning Cyber Award School and UNICEF Rights Respecting School. We cater for children and young people aged 11-16 who live in Penryn and the surrounding villages of Constantine, Flushing, Mabe, Mawnan Smith, Mylor, Perranwell and Ponsanooth. Students also join us from Falmouth and other outlying villages and towns.

Originally, Penryn College opened in Falmouth in 1957, and was moved to its present site in 1961. Since that time, there has been a programme of continuous improvement and updating of buildings/classrooms. Our biggest development was the opening of our £24 million College building in 2008. Our PAN for each year group is 210, but the occupational capacity is slightly different for each one. Currently, we are oversubscribed in all year groups.

We want the children of Penryn College to be the best they can be and do the very best they can, whoever they are, wherever they are from, whatever their starting point and wherever they are headed. We want them to be able to meet the challenges of the future. We want them to be flexible, to solve problems, to be resilient and to think for themselves. Most of all, we want them to achieve their dreams.

“Achievement through Challenge” is a tangible part of the life and work of the College. Children have inspiring learning opportunities because teachers open new worlds. The range of rich opportunities in a wide and exciting curriculum, using Cornwall’s natural environment to the full, gives students a thirst to know more, understand more and do more. Building upon their achievements at primary school, students develop purposeful learning habits, including being competent in reading, writing and numbers. They are able to talk openly and confidently about themselves, their progress, their aspirations and their opinions. They learn to understand, value and uphold people’s right to be treated equally. They leave us with a broad range of qualifications which give them knowledge and skills they need for their future, whatever that future might be, and as self-assured, well rounded young citizens, understanding the responsibilities, challenges and opportunities of life in modern Britain and the wider world. They value people for who they are and know that each one of us has a responsibility to give something back. They know where they are headed and how to achieve their dreams.

Penryn College's ethos centers on nurturing happy, resilient, and aspirational students through challenge, aiming for them to reach their full potential in a supportive, inclusive environment that values individuality, mutual respect, and community, underpinned by their motto "Achieving through Challenge" and a commitment to developing well-rounded individuals with strong academic and personal skills.

At Penryn College, we believe that everyone's voice matters. We listen carefully to students, families, staff, and our wider community to help shape the future of our school. This shared approach ensures we create a supportive, inclusive environment where every learner can thrive.



01 What parents say ...

"Both of my children are very happy at the school and we're very grateful to have a fantastic school on our doorstep. They are given many extra-curricular opportunities which enable them to grow in confidence and feel part of the school community."

02 What students say ...

"There's a great team spirit here. We all get on well with each other and the teachers. We feel safe, and the facilities are amazing!"
"The changes that have been made by all of us have been listened to and have happened thanks to the school staff."



03 What staff say ...

"The school does a fantastic job... it enables our young people to thrive and be valued"
"This is a great school to work in... there is a strong sense of community."

04 What OFSTED say ...

"Penryn College is a happy and welcoming school."
"Pupils follow an exciting curriculum with a broad range of different opportunities. Leaders are ambitious for pupils and there is an ethos of 'having a go', without fear of failure."

Working with Us



THE RECRUITMENT PROCESS

- 1. Application:** To apply for a staff vacancy, please visit our website [here](#) and complete an Application Form and Personal Statement of Suitability (no longer than two sides A4). Demonstrate clearly how you meet the criteria outlined in the Person Specification, providing specific, relevant examples to support your evidence. Please email completed applications by the closing date to vacancies@penryn-college.cornwall.sch.uk
- 2. Shortlisted applicants** will be invited by email to attend an interview. References will be taken up after shortlisting unless you have indicated otherwise.
- 3. Interview Process:** The selection process will include a formal panel interview and a practical assessment designed to evaluate the knowledge, skills, and abilities outlined in the Person Specification. Full details will be provided to shortlisted candidates prior to interview.
- 4. Feedback:** Unsuccessful applicants will be provided with professional feedback
- 5. Taking up post:** The start date is subject to completion of all Safer Recruitment checks
- 6. Additional Information:** For further information, please contact Helene Zeat-Kane, HR Officer. If you require any reasonable adjustments in order to attend or participate fully in the interview process, please let us know at your earliest convenience so that appropriate arrangements can be made
- 7. Safeguarding:** Penryn College is committed to safeguarding and promoting the welfare of children and young people and expect staff and volunteers to share this commitment. The successful applicant will be subject to an Enhanced DBS and barred list check.

We reserve the right to interview early should an exceptional candidate apply

Closing date: Monday 22 June 9am

Interview date: w/b 29 June

Please note that we are unable to process applications without a fully completed application form.

Please return your completed application form and covering letter to Helene Zeat-Kane, HR Officer at

vacancies@penryn-college.cornwall.sch.uk

Thank you again for your interest in joining our team. We look forward to receiving your application.

“The school has a great culture - one that supports staff and the development of teams. I love being part of the team!” Staff Survey 2025

JOB DESCRIPTION

Job Title:	Educational Support Officer
Grade:	F £24,678 - £28,399 (Actual salary £21,272.11 - £24,479.57)
Hours:	37 hours per week, permanent
Reporting to:	EST Lead/AHT for behaviour/HOY
Important Functional Relationships:	Internal: Curriculum Access Team, Teaching and Support Staff, Students, Head of Departments, SEN Department, Headteacher, School Leadership Team, Premises Team. External: Parents, Governors, External Support Services, Cornwall Council, Other Schools

Main Purpose of Role:

- To work proactively with others, and be personally driven to diagnose and remove specific barriers to learning for identified students
- To write and maintain a Behaviour Plan for identified students and liaise directly with parents, staff and support services as required.
- To gather relevant evidence to document progress and articulate this monitoring meetings with SLT.
- To ensure that communication surrounding plans, actions and interventions is well articulated and understood.
- To ensure that identified pupils maintain at least good discipline in lessons and around the school.
- To build and sustain a positive and working relationship with parents to help them help their children to overcome barriers to learning both inside and outside the school.
- To be part of a rota of staff required to do duties, staff LSU and do investigations as directed.
- To accelerate the progress of those identified pupils, so that they make outstanding progress ensuring their attendance is at least good and using specific learning plans related to individual needs.
- To play an active part in ensuring that the College's outcomes for SEN (including behaviour) students are achieved; namely, that students achieve and progress.
- To be an active, resourceful and proactive in an Education Support Team that delivers responsive and effective support to students with SEND/SEMH/Behaviour etc.
- To support and facilitate independent learning for identified students, using resourceful and creative ways to unblock barriers to learning.
- This support will be delivered daily, directly with students, in the classroom/outside the classroom and on a one-to-one or small group basis.

Main Duties and Responsibilities

Supporting the student

- To plan and deliver individualised skills development programmes, which could include Behaviour, ELSA, Emotional Health and Wellbeing, ACE (TISUK) and study skills. Literacy, Numeracy, Dyslexia, Speech & Language, Autism, ADHD,
- To be the named EST Lead for delegated students (as directed by Line Manager/AHT/SENCo).
- To liaise and meet with parents/carers, and external agencies.
- To collate information about needs/progress including keeping the Learning Plan(s) and passport(s) up to date, and attend review meetings.
- Ensuring all members of staff are clear of Learning Plans and how to expedite them to have an impact in the classroom and beyond.
- To develop an understanding of the specific needs of the student(s) and become 'expert' in recognising and unblocking barriers to learning in literacy, numeracy, autism, dyslexia, behaviour, trauma/attachment.
- To enable the student to access lesson content, so that he/she can learn as effectively as possible, both in group situations and on their own, taking into account the learning or emotional/behavioural need, or the sensory impairment.
- To support their acceleration of progress; academically, socially, emotionally recognising barriers to learning and helping the student overcome them.
- Track and understand what progress looks like and be able to unpick and articulate and forensically examine.
- To ensure each identified pupil reaches their targets each term through working with them directly/indirectly both in and out of lessons. Where targets are not reached, put comprehensive plans with in place promptly to address this.
- Facilitate coaching to improve teaching and learning.

Examples: clarifying and explaining instructions, motivating and encouraging the student, assisting in weak areas (communication, literacy, numeracy etc.), helping student to concentrate on and finish work set, assisting other staff with direct support. Developing resources that can be used by multiple staff across the Curriculum Access Team and Teachers liaising with the teacher in devising appropriate programmes.

- To establish a supportive relationship with the student(s) and treat them consistently, with respect and consideration.
- To engage the family of each identified pupil in the learning plan through regular contact, progress updates and celebration of success.
- To encourage acceptance and integration of students with SEN/Behaviour and thereby promote the inclusive ethos within the college (via SMSC/ assemblies/displays etc.).
- To develop methods of promoting/reinforcing students' self-esteem.
- To support students during course related off site activities, when requested.
- To maintain appropriate records of support as part of the college's additional funding claim/assessment diagnostics.
- To assist with exam invigilation, for students who have particular access arrangements.
- To maintain a high level of awareness of the principles of safeguarding and child protection as they apply to vulnerable students and report/record/act with immediacy.

Supporting Teaching Staff

- Running bespoke workshops for students and their parents.
- Joining specific transition evenings and events that gain a greater understanding of SEN/Behaviour/SEMH and share knowledge.
- Complete investigations as directed.
- Any duties that are required to aid the smooth running of the LSU and Skills Centre as directed by the Skills Centre Manager.
- To be a school first aider, administering first aid and dispensing medically prescribed controlled drugs and to be responsible for sick children and staff within the school.
- To lead a lunchtime duty to ensure the highest standard of behaviour.
- To be responsible for managing the implementation of whole school uniform policy and to take appropriate action in the light of uniform referrals.
- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.

Supporting the Education Support Team

- Identify and organise training and development needs of SEND staff, under the direction of the Associate Assistant Head: SEND
- To deputise for the Associate Assistant head: SEND and SENCo in matters relating to SEND
- To plan and deliver training for the SEN team as directed by SEND Leaders

Supporting the SENCO, Skills Centre Manager, the AHT and the College

- To contribute to reviews of students' progress, access testing
- To attend relevant INSET.
- To be aware of and adhere to applicable rules, regulations, legislation and procedures including the Schools Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To maintain confidentiality of information acquired in the course of undertaking duties for the school.
- To be responsible for his/her own self-development on a continuous basis.
- Any other duties as may reasonably be allocated by the SENCO/Skills Centre Manager.
- To assist with the general administration of the SEN department, including the college's screening procedures (inc. Dyslexia/exams).

7 additional days will be allocated to shared responsibility and equitable coverage with other Tier 2 staff for; Summer School, Stepping Stones Day, subject review, Learning Event Evenings, Evening meetings (Behaviour Review Committee/pre-arranged meetings), additional administration time.

Date Prepared: 12 June 2026

Prepared by: Assistant Headteacher

PERSON SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Relevant Experience	Minimum of 3 years practical knowledge, skills and experience of working with pupils within a learning environment. Experience of supporting children in a learning environment with SEN/Behaviour. Proven record in working with hard to reach and/or vulnerable students, their parents and teachers.	Relevant experience to include providing specialist support within speech and language/Autism and with specialist pupil groups.	Application form Interview
Education & Training	Minimum of education to A level or equivalent. Good levels of literacy and numeracy to GCSE Grade 5 (C) or above or equivalent qualification in English Language and Maths. A good level of speech, language and SEN / Behaviour / SEMH training. A good level of phonics and dyslexia training. A good understanding of behaviour /relationship remediation strategies.	Child Protection training NVQ 3 in Mentoring (or equivalent, e.g. Learning Mentor training)	Application form
Specialist Knowledge and Skills	Understanding what limits progress for a student and how to overcome these barriers. Knowledge and creativity to plan an inspiring programme based on a student's needs to make academic progress despite their social and behavioural difficulties. Organisational skills to ensure plans are communicated and delivered to the highest possible standard. Communication skills to motivate difficult students and parents to engage and take responsibility for their learning. Advocacy skills to involve, communicate and motivate staff to work with the most difficult students. Mentoring Skills. ICT skills – able to support learning through ICT. Knowledge of statutory frameworks relating to teaching.	Ability to use data to set targets for progress and to review achievement against these targets. Knowledge of a range of issues relevant to education and child development.	Application form Interview
Additional Factors	Self-motivated and proactive. An interest in pupils, ability to relate well to children and adults. Ability to work to deadlines and methodical approach to work. Able to work own initiative and have a flexible approach. Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.		Interview



Penryn College

Achieving through Challenge

Thank you for your interest in Penryn College. We look forward to welcoming you to our school.

Address Penryn College, Kernick Road, Penryn, TR108PZ

Phone 01326 372379

Email vacancies@penryn-college.cornwall.sch.uk

Website www.penryn-college.cornwall.sch.uk