



Diocese of Salisbury  
Academy Trust

*'Beyond expectations for all of God's children'*



Marden Vale  
CE Academy

## **1:1 NPA Resource Base TA**



**Recruitment Pack**



# Welcome to the Diocese of Salisbury Academy Trust (DSAT)

**and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.**

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at [www.dsat.org.uk](http://www.dsat.org.uk). We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

## **This recruitment pack includes:**

### **Our School**

Brief outline of who we are and what we do

### **Job Advert and How to Apply**

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

### **Job Description and Person Specification**

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

### **DSAT Vision and Values**

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

### **Equal Opportunities Monitoring Form**

We are committed to equality in the workplace and supporting the development of all our employees.

### **Privacy Notice**

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



Marden Vale  
CE Academy

## Letter from Headteacher

Dear Colleague,

Thank you for showing an interest in the post of 1:1 NPA Resource Base Teaching Assistant at Marden Vale Academy within the Diocese of Salisbury Academy Trust (DSAT). As the Headteacher of this lovely school, I am incredibly excited at the prospect of appointing a TA with the drive, ambition and skills to continue the work of our dedicated staff and local governing body to help us in our journey towards an Ofsted grading of “Good” and beyond.

We are proud to be a member of the DSAT, which is a strategic and forward thinking Trust that recognises the needs and challenges across all its academies. You will join a team of professionals who are welcoming, compassionate, highly motivated and promote high expectations and aspirations at Marden Vale Academy and throughout the Academy Trust.

Being committed to excellence, you will be working in collaboration to build strong partnerships with a range of stakeholders, working across the Trust for the growth of thriving Christian learning communities, allowing us to achieve our vision of going ‘Beyond expectations for all of God’s children.’

If you would like further information about this exciting role or to arrange a visit, please contact the office at Marden Vale Academy – [admin@mardenvale.dsat.org.uk](mailto:admin@mardenvale.dsat.org.uk)

I look forward to hearing from you.

Best wishes

A handwritten signature in black ink that reads "Alison Emmerson". The signature is written in a cursive style with a large initial 'A'.

**Alison Emmerson**  
Headteacher



## Welcome to Marden Vale C of E Academy!

Marden Vale currently has 182 children on roll across 7 classes, 2 resource base rooms. We have fantastic resources that are used to make sure children achieve their full potential. These not only include our team of hardworking staff but also our pastoral team and fantastic outside facilities including forest school area and large outdoor stage.

In September 2015, to strengthen our drive for continued school improvement alongside our thirst for greater collaborative working, we joined the Diocese of Salisbury Academy Trust (DSAT). To find out more about DSAT please visit [www.dsat.org.uk](http://www.dsat.org.uk)

Part of the reason for joining a Diocesan Trust was to respect and develop our church school status. We have good links with the clergy of St Mary's Church. As well as clergy leading some worship within our school, we also hold services in church, support community events and use the church as a learning resource for our children.

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies, and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews are to be confirmed and further details about the interview process will be emailed to the candidates in good time.

The Diocese of Salisbury Academy Trust is committed to safeguarding the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS check will be required.

# Job Advert

|                       |  |
|-----------------------|--|
| <b>Job Title</b>      | 1:1 NPA Resource Base Teaching Assistant |
| <b>Academy Name</b>   | Marden Vale CE Academy                   |
| <b>Location</b>       | Calne, Wiltshire                         |
| <b>Contract Type</b>  | Permanent                                |
| <b>Hours</b>          | 25 hpw (term time only)                  |
| <b>Salary</b>         | £19,265 - £20,004 (pro rata)             |
| <b>Pension</b>        | Local Government Pension Scheme          |
| <b>Contact</b>        | Vikki Hamer<br>01249 813505              |
| <b>Closing Date</b>   | When a suitable candidate is found       |
| <b>Interview Date</b> | To be confirmed                          |
| <b>Start Date</b>     | 1 September 2022                         |

An exciting opportunity has arisen for a 1:1 NPA Teaching Assistant to join the team at Marden Vale C of E Academy in Calne to work alongside our hardworking team of children, parents and staff. You will be working within the Resource Base with children with Special Educational Needs, including those within the school's Specialist Learning Centre for complex needs. You will be supporting a child who will be starting in our Resource Base class in September. You will be working with pupils who have complex SEN needs supporting them to learn in class and reach their full potential. You may also be required to work in our mainstream classes on occasion or following a review of the staffing structure each academic year.

The Governing Body are seeking somebody who:

- has knowledge/experience of working with children with complex learning needs, including social and communication needs.
- has an NVQ Level 2 Standard in Learning Support or equivalent.
- is keen to work as part of a team and share ideas and good practice.
- has high expectations of pupil achievement and behaviour.
- is passionate about children's welfare and raising their aspirations
- is an effective communicator with staff, parents and children.
- is creative, enthusiastic and resourceful.
- insists that learning should be fun.
- is able to be flexible and respond to changing demands with a positive attitude.
- Is willing to carry out occasional class cover in the absence of the teacher.
- has excellent organisational and interpersonal skills.
- has a commitment to Christian values.
- has an understanding of responsibilities in relation to safeguarding and promoting the welfare of children and young people.

## How to Apply

If you are interested in this position and would like to have a more detailed conversation before making the decision to apply for the post, please give us a call and we will be happy to help you with as much detail as possible to support this process. We encourage visits to our academies and conversations with our Headteachers and these can be arranged between yourself and the school.

When you have enough information to make your decision to apply, please complete all sections of the application form.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Interviews of applicants who have been shortlisted will take place soon afterwards. Early application is recommended.



# Job Description

**Job Title: Classroom Teaching Assistant**

**Reports to: SENDCo & Headteacher**

**Grade D**

**Salary Range: £19,264 - £20,043 (pro rata)**



Marden Vale CE Academy is committed to safeguarding and promoting the welfare of Children and Young People. Members of staff should at all times work within the framework provided by the school's policies, to fulfil the aims and objectives of Marden Vale CE Academy.

## **Main Job Purpose:**

To assist in the support and inclusion of children with special educational needs within a mainstream school

## **Line Management Responsibilities:**

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

## **Main Duties:**

1.

**Supporting pupils learning, either in groups or through 1:1 work.** 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, communication and social and behavioural needs
- differentiating work for individual pupils to suit their ability
- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to Teachers
- clarifying and explaining instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting pupils
- helping pupils to concentrate on and finish work set
- meeting physical needs as required while promoting independence
- liaising with class teacher and Special Educational Needs Co-ordinator about Individual Education Plans
- developing appropriate resources to support pupils

2.

**Supporting pupils self-esteem, inclusion and behavioural development, e.g.**

- encouraging an acceptance and inclusion of the pupil with special needs
- developing methods of promoting/reinforcing the pupil's self-esteem and independence
- providing individual supervision in and out of the classroom for pupils with behavioural problems
- establishing a supportive relationship with pupils
- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- supervising pupils on outings, school activities

|     |   |
|-----|---|
|     |   |
| 3.  | <b>Provide physical/personal care to pupils where required, e.g.</b> <ul style="list-style-type: none"> <li>- helping with dressing/toileting</li> <li>- undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist</li> </ul>  |
| 4.  | <b>Supporting the Teacher/s, e.g.</b> <ul style="list-style-type: none"> <li>- Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support</li> <li>- Contribute to the development of Individual Education Plans and reviews of pupil progress</li> <li>- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record</li> <li>- Providing regular feedback about pupils to the Teacher/s</li> </ul> |
| 5.  | <b>Supporting the curriculum</b> <ul style="list-style-type: none"> <li>- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school</li> </ul>   |
| 6.  | <b>Supporting the school, e.g.</b> <ul style="list-style-type: none"> <li>- where appropriate, fostering and develop links between a pupil's home and school</li> <li>- 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</li> <li>- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling</li> <li>- administering minor First Aid under the guidance of a qualified person</li> <li>- providing support at lunchtimes by monitoring children on the playground.</li> </ul>                 |
| 9.  | <b>To fully comply with the Trust's safeguarding policy.</b>  |
| 10. | This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.  |



## 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.

## Skills and Qualities

The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with pupils. New entrants to the role will be competent to NVQ Level 2 standard in Learning Support, and will be required to develop their skills further for full competent performance of the job.

## Working Environment

The jobholder is mainly based in a classroom setting 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

| Key criteria                                  | Essential   | Desirable  |
|---|---|--|
| <b>Education, training and Qualifications</b> | <ul style="list-style-type: none"> <li>Competent to NVQ Level 2 standard in Learning Support</li> </ul>   | <ul style="list-style-type: none"> <li>NVQ Level 3 standard in Learning Support</li> <li>Willingness to pursue further training</li> </ul> |
| <b>Skills and Knowledge/ Experience</b>       | <ul style="list-style-type: none"> <li>Good standard of practical knowledge of learning support needs and ways of meeting these.</li> <li>Experience of working with children with a range of special educational and behavioural needs.</li> </ul>   | <ul style="list-style-type: none"> <li>Recent relevant experience</li> </ul>   |
| <b>Interpersonal Skills And Competencies</b>  | <ul style="list-style-type: none"> <li>Able and committed to establishing good and productive working relationships with a range of people including pupils, parents and colleagues.</li> <li>Excellent organizational and communication skills.</li> <li>A cheerful disposition and good sense of humour</li> <li>Able to be flexible and respond to changing demands with a positive attitude.</li> </ul> |  |
| <b>Personal Qualities</b>                     | <ul style="list-style-type: none"> <li>Passionate about children's welfare and raising their aspirations.</li> <li>Committed to upholding the Christian ethos of the school</li> <li>Understanding of responsibilities in relation to safeguarding and promoting the welfare of Children and Young People</li> </ul>  |  |



# Diocese of Salisbury Academy Trust

## *'Beyond expectations for all of God's children'*

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

### **Children and young people at the heart of all we do**

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

### **Faithfulness to our Christian tradition**

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

### **Striving for excellence**

We love learning and are passionate about the high standards we can achieve in all aspects of life.

### **Collaboration**

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

### **Celebrating success**

We celebrate the achievements of every individual and share our successes widely.



*'I can do everything through Christ, who gives me strength'*



# Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The Salisbury Diocesan Board of Education (SDBE), formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to [www.dsat.org.uk/welcome](http://www.dsat.org.uk/welcome).