



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PACK

1:1 Teaching Assistant



Arley
Primary Academy



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WELCOME FROM OUR CEO



It is my pleasure to welcome you to Inspire Education Trust.

At Inspire Education Trust we are passionate about making a difference to the lives of our pupils. They are at the heart of everything we do and we strive to inspire all learners, and want all our schools to be the best they can be and for each and every child, to discover the skills, abilities, talents and interests that lie within them.

We believe in working in partnership, enabling us to ensure all children and pupils achieve their full potential. Our schools know the impact that working collaboratively can bring.

Our schools have a desire to question, change and innovate to ensure that what they provide enables our children to become successful learners, confident individuals and responsible citizens.

At the same time, we recognise the importance for each school to retain and promote their individual identity. Every school has its own context and challenges. This is why we encourage our member schools to lead and manage in a way that preserves that individual identity and responds to the specific needs of their children and community.

The combination of autonomy and collaboration across key areas of leadership and management, underpinned by shared values and best practice is what makes our schools special.

Lois Whitehouse – CEO

DEPUTY CEO



We put the quality of education at the core of our vision. Our school improvement strategies provide an excellent framework to deliver a truly broad, balanced and inclusive curriculum with an emphasis on co-curricular activities such as Arts, Music and Sports from age 2 to 18. We believe that every child is a powerful learner.

We are a progressive Trust with an excellent track record of Primary school improvement across our portfolio of 8 schools, 7 of which are Primary schools.



We have strong models of Primary school improvement alongside high-quality implementation and delivery. We have proven able to deliver high standards of education, systematically, through excellent improvement practice that incorporates knowledge building, evidence-informed professional development, and the creation of communities of improvement.

As a successful Trust we deploy the expertise of specialist primary teachers and leaders across our schools to ensure maximum impact.

The goal is for every member of staff, in every classroom to be as **good as they can be** in what they teach (the curriculum) and how they teach (pedagogy), e.g., paired planning time with subject/ teaching expert to develop teacher confidence and pedagogy.

Coaching conversations with teachers/ leaders so that developments come directly from them to motivate and signpost independent improvements through self-study documents such as WALKTHRUS and external courses. This will allow capacity to be enhanced so that teachers can then improve each other and hone/ innovate practice. Once practice is embedded and impactful, we would look to develop leaders of these areas externally to innovate and lead future practice in their school and more widely across the Trust.

We are constantly refining the way we support, challenge, and improve our schools. At the heart of our approach is first-class teaching.

Rob Darling – Deputy CEO

ABOUT THE ROLE

Post Title	1:1 Teaching Assistant
Salary Range	Grade 1 £18,999 pro rata (FTE- £24,413)
Reporting to	Headteacher
Status	Fixed-Term until 17th July 2026, Term time only plus 5 days
Flexibility	Flexible hours available

Job Purpose:

To provide dedicated 1:1 support for a pupil with SEND, helping them access learning, feel safe and supported, and participate in school life. The role involves working under the guidance of the class teacher and SENDCo to implement strategies that meet the pupil's individual needs.



Pupil Support

Under the direction of the classroom teacher or designated supervisor:

- Provide consistent support to a pupil with SEND, helping them engage with learning activities.
- Support the pupil's physical, emotional, and social development using appropriate strategies.
- Assist with personal care, medical needs, and wellbeing routines in line with school policies.
- Promote positive behaviour and emotional regulation using inclusive approaches.
- Encourage the pupil's independence in learning and daily routines.

Teaching & Learning

Under the direction of the classroom teacher or designated supervisor:

- Support the delivery of planned learning activities using provided resources.
- Assist in the implementation of EHCPs, IEPs, and behaviour support plans.
- Support the use of digital tools and assistive technologies where appropriate.
- Provide informal feedback to the teacher on pupil engagement and progress.

Classroom Organisation

Under the direction of the classroom teacher or designated supervisor:

- Prepare, maintain, and organise learning resources and classroom displays to support the pupil's learning.
- Support the teacher with administrative tasks such as photocopying, filing, and collecting resources.
- Assist with the supervision of the pupil during transitions, breaktimes, and off-site visits, ensuring safety and continuity of support.

Professional Collaboration

Under the direction of the classroom teacher or designated supervisor:

- Work collaboratively with teachers, SENCOs, and other staff to support pupil needs.
- Communicate appropriately with parents/carers under the guidance of teaching staff.
- Support the induction of volunteers, students, or new staff in the classroom.

Professional Development

- Engage in regular continuing professional development (CPD) and training as required by the Trust or school.
- Reflect on practice and contribute to a culture of continuous improvement.

Safeguarding and Child Protection

- Knows what to do if they have concerns about a child
- Takes on the responsibility for providing a safe environment and promoting children's welfare
- Undertakes regular safeguarding and child protection training
- Familiarises themselves with Keeping Children Safe in Education part 1 (KCSIE) and local policies and procedures as directed by the trust/academy

Other

- Carries out any other duties as directed by the Headteacher or designated supervisor that are within the scope, purpose and spirit of the role
- Take responsibility for own wellbeing and seek support when needed.



This job description is not exhaustive and may be subject to change. It will be reviewed regularly and may be amended in consultation with the post holder to reflect the evolving needs of the school and the Trust.



ABOUT ARLEY PRIMARY ACADEMY



Arley
Primary Academy

FACTS AT A GLANCE

1-FORM ENTRY

NUMBER OF PUPILS: 206

NUMBER OF STAFF: 24

BASED IN: NEW-ARLEY, WARWICKSHIRE

WELCOME FROM HEADTEACHER



Welcome to Arley Primary School. I hope you enjoy getting to know our school.

We are a small school in the village of Arley. The school is proud to take its place in our community and we remain determined to continue to strengthen as a centre of celebration of our rich diversity. We work alongside an extremely active and supportive governing body who encourage the very best for each and every pupil at Arley.

Our aim at Arley is to create an environment that is supportive, friendly and nurturing. When children feel safe, secure and happy, they learn at their very best. We have high expectations for emotional and academic success and children are at the heart of all that we do.

We want children to believe in themselves and have high aspirations. We want children to want to learn and understand that learning opens up a world of endless possibilities. Children at Arley can go on to achieve their goals and aspirations, whatever they may be.

I am proud to lead Arley Primary School as Headteacher and I bring with me a determination to provide the very best education possible for our students. My team



and I share a passion for inspiring children to learn and we help to open the door to happy and successful lives.

At Arley, our vision is clear '**New Beginnings, Endless Possibilities**', as each day begins, endless possibilities lie before us. We would welcome you to come and visit us.



Kate Parkes – Headteacher

OUR SCHOOL VALUES

New Beginnings, Endless Possibilities

This is our vision:

As each new day begins - endless possibilities lie before us – to be the very best that we can be through hard work, commitment, dedication, and aspiration. This is the vision for Arley Primary School. As a school community, we shared our ideas, discussed our hopes and dreams and together take ownership of the future we build for and with our children.

These are our values:



Kindness

Respect

Independence

Empathy

Resilience

Honesty

Tolerance

Positivity

These will form the 'Arley 8' and sit at the heart of the culture in our school.



ARLEY PRIMARY ACADEMY ONLINE

Please see below the ways to connect with Arley Primary Academy online. We have so much great content on our website and our social media, which is where you can see what life at Frederick Bird is really like.

<https://arleyprimaryacademy.org>



Facebook

Search 'Arley Primary'

Instagram

[instagram.com/arleyprimaryacademy](https://www.instagram.com/arleyprimaryacademy)

X/ Twitter

twitter.com/arley_primary





ABOUT INSPIRE EDUCATION TRUST

Inspire Education Trust is an Multi Academy Trust that grew from a shared belief that children deserve a first-class education, so that each child and student understands what they are capable of, and what talents they have, and strives for excellence in themselves to succeed in the next stage of their education and the world of work.



Inspire Education Trust

Together we achieve, individually we grow

We understand that every member of our staff is here for the best interest of our children. With them, we want to ensure that every child is valued and that the unique identity of each of our schools is protected, celebrated, and recognised for the contribution it makes to ensuring our pupils have the best education and experiences.

Inspire Education Trust is made up of 8 schools.

Arley Primary School, New Arley, Warwickshire (2024)
Blue Coat Church of England School & Music College, Stoke, Coventry (2020)
Clifford Bridge Academy, Binley, Coventry (2015)
Frederick Bird Primary School, Hillfields, Coventry (2024)
Hearsall Community Academy, Earlsdon, Coventry (2017)
Stockingford Academy, Nuneaton, Warwickshire (2019)
Walsgrave Church of England Academy, Walsgrave, Coventry (2015)
Whittle Academy, Walsgrave, Coventry (2015)

Our Trust Motto encapsulates the beliefs and ideals of our family of schools.

"Together we achieve, individually we grow"



KEY FACTS AT A GLANCE

7 PRIMARIES & 1 SECONDARY

MIXED MAT – 2 CHURCH OF ENGLAND SCHOOLS

5,000+ PUPILS AS OF JAN 2024

709 STAFF

OPERATING OVER 2 LOCAL AUTHORITIES

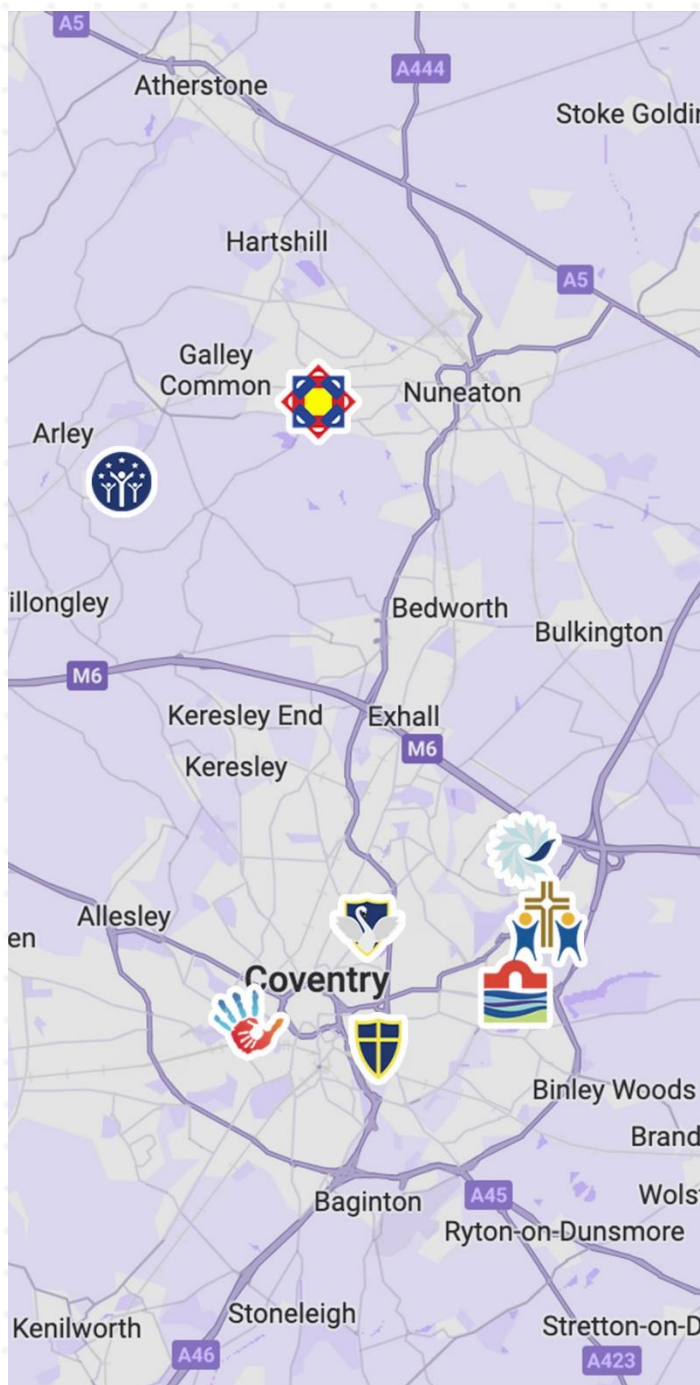


The mission statement for our Trust is “Together we achieve, individually we grow’. We aim to ensure that our academies will provide an **environment which is welcoming, caring and purposeful**, where we will encourage our pupils to be the best they can be, whilst supporting them pastorally and helping them develop socially. We want our children to enjoy school, have fun and develop a love of learning.

We have a **Board of Directors** and **Members** who hold the schools to account and work closely with the Local Governing Bodies of each school who support and challenge the outcomes and quality of teaching and learning. We have **strong links** with the **Coventry Diocesan Board of Education** reflecting the church status of our faith schools, Blue Coat School and Music College and Walsgrave Church of England Academy.

As schools, we are committed to sharing the good practice that exists in all the schools and we have numerous opportunities for **joint training days** and **shared professional development** for support and teaching staff across the Trust. Staff have welcomed this collaboration and we have retained quality staff and promoted from within.

We strive to maintain academies which will retain their **own independent culture and ethos** whilst operating within a strategic partnership to improve quality, share best practices and operate effectively and efficiently. We firmly believe that “**Expectations Shape Outcomes**” and we expect the very best for all members of our school’s communities.





OUR VISION

To be the educator and employer of choice, with a first-class education that empowers pupils to flourish, grow and achieve. Where pupils matter to us as much as their academic success and with staff who are valued, supported, and developed. Together, we will live life in all its fullness.

This Vision sets the aspiration for everything we do.

For Our Pupils and Students

- ✓ where all Pupils are valued, respected and experience success
- ✓ where who they are matters as much as their academic achievement
- ✓ where children are encouraged to reach their potential, both academically and socially
- ✓ where we provide a wide range of opportunities / something for everyone
- ✓ where learning is fun
- ✓ where they experience care with high expectations

For Our Staff

an organisation:

- ✓ which prides itself in high quality CPD
- ✓ where staff receive every support to be the best they can be
- ✓ where we endeavour to promote from within, with cross MAT appointments
- ✓ where we try to support staff in achieving a work life balance
- ✓ where all staff are valued, respected and can experience success
- ✓ where people feel supported and want to work
- ✓ where they experience care with high expectations

For Our Parents and Communities

schools where:

- ✓ they are made to feel welcome
- ✓ their ideas are valued
- ✓ we work in partnership
- ✓ they are involved in their children's education
- ✓ where they receive care with high expectations

All our academies have their distinctive vision celebrating the communities they serve.

OUR SCHOOL'S VISION

ARLEY PRIMARY ACADEMY	BLUE COAT SCHOOL	CLIFFORD BRIDGE ACADEMY	FREDERICK BIRD ACADEMY	HEARSALL COMMUNITY ACADEMY	STOCKINGFORD ACADEMY	WALSgrave ACADEMY	WHITTLE ACADEMY
New beginnings, endless possibilities	Living life in all it's fullness.	See you at the top	Aspire and achieve	Reach your true potential	Nuturing hearts, Inspiring Minds, Shaping Futures.	Together we thrive	Soaring Beyond What We Imagine Possible



OUR VALUES

Our values drive our behaviours, decision making and ambitions:

Inclusive: We celebrate diversity and difference. All are valued as members of our community knowing they belong.

Nurture: We promote positive wellbeing, so all feel safe, cared for and enabled to thrive.

Servanthood: We considerately put the needs of others before our own, recognising that in serving each other we serve all.

Partnership: We work collaboratively, recognising we achieve more together than on our own.

Integrity: We are open, honest and have strong moral principles which we use to guide us.

Respect: We show care, consideration, and courtesy for ourselves and all around us.

Excellence: We always strive to be better in order to become first class in all we do





Inspire Education Trust
Together we achieve, individually we grow

STAFF WELLBEING & SUPPORT 'THE LITTLE THINGS'

At Inspire Education Trust, we are committed to working towards the best balance of hard work, commitment and wellbeing as well as avoiding the burden of unnecessary tasks. Our trust leaders aspire that all colleagues are fit, well and content at work. Some of the little but important things we give back to staff are listed below; new ideas are always welcome.



External coffee van visits site for staff use



Support for new staff starters who join Inspire Education Trust (e.g buddy pairing)



Calendars regularly reviewed with staff workload in mind



No Student or class data collected for data's sake



Prayer and worship time across our CofE schools



8 free external counselling sessions for all staff



PPA time designed to promote a healthy work life balance



Dedicated classroom wherever possible for all teaching staff



Free Wellbeing App Subscription



Time off for staff wellbeing



Staff wellbeing integral to the appraisal process.



Enhanced paternity leave for all staff – 1 week at full pay and 1 week at Statutory Paternity Pay



Gym and fitness membership discount through CV-Life (based in Coventry)



Flexible and generous approach to family appointments, children's events, nativities, sports days etc



Opportunities for staff to get involved in sport and physical activity



Opportunities for career development always considered



Measured approach to lesson drop-ins



Staff marking & workload group to guide and develop policy



Communications protocol which promotes a healthy work life balance



Cycle to work scheme



Approachable Senior Leadership Teams



Staff social events (e.g time to talk)



Staff wellbeing champion network of support



EAP (Employee Assistance Programme) – Health Assured



Employer pension contributions of 23% + for teaching and support staff.



Generous holiday allowance for all year-round support staff (28 days annual leave, plus 8 bank holidays. Increasing to 33 days after 5 years of service)



Access to trained Mental Health First-Aiders for all Staff



PERSON SPECIFICATION – Teaching Assistant 1-1

		Essential	Desirable
Education and Qualifications	GCSEs (or equivalent) in English and Maths at Grade D/3 or above. <i>Functional Skills Level 2 in English and maths may be considered.</i>	✓	
	GCSEs (or equivalent) in English and Maths at Grade C/4 or above		✓
	Level 2 qualification (or equivalent experience) in Supporting Teaching and Learning or a related subject		✓
Experience	Experience working with children or young people in a paid or voluntary capacity	✓	
	Experience supporting pupils with SEND or additional needs	✓	
	Experience supporting pupils in a classroom or educational setting		✓
	Experience providing 1:1 support to pupils with SEND, including those with complex needs		✓
	Experience working collaboratively with external professionals (e.g. therapists, educational psychologists)		✓
	Experience using digital tools to support learning		✓
Skills and Knowledge	Effective communication skills (oral and written)	✓	
	Ability to adapt communication and support strategies to meet the needs of individual pupils	✓	
	An ability to work independently and as part of a team	✓	
	Attention to detail/ability to enter data accurately	✓	
	Ability to prioritise workload and manage pressure	✓	
	Discretion and experience of handling confidential data	✓	
	Understanding of how to promote pupil independence, self-advocacy, and confidence		✓
	Competent in using digital tools and technology to support learning		✓
Personal Qualities	Dedicated to our vision that all children are entitled to an exceptional, inclusive education	✓	
	Possesses a genuine belief that all children are equal and celebrates the diversity in our school communities	✓	
	Works with honesty and integrity	✓	
	Emotional resilience and ability to support pupils working with challenging behaviour	✓	
	Recognises the importance of protecting their own personal wellbeing	✓	



	Committed to making children feel happy, safe and secure	✓	
	Patience, empathy, and consistency in building trusting relationships with individual pupils	✓	
Safeguarding and Child Protection	Understands their role in safeguarding and protecting children or a keen willingness to learn this	✓	
	Develops appropriate professional boundaries with children. Knows not to build friendships	✓	
	Familiarity of Keeping Children Safe in Education (Part 1)	✓	
	A realistic appreciation of the challenges involved in working with children	✓	
	Committed to improving safeguarding processes and practices. Sees it as part of their job	✓	
Professional Development	Willing to participate in further appropriate professional development	✓	

CORE BEHAVIOURS EXPECTED BY ALL - INSPIRE EDUCATION TRUST
Clear understanding and commitment to safeguard and protect children
Adopts an inclusive approach respecting diversity in all forms
Conscientiously adheres to school / trust policies and procedures and works ethically
Works in a way, which abides to the school and trust values
Embraces our motto: "Together we achieve, individually we grow." encouraging our pupils to be the best they can be



MAKING AN APPLICATION

Applications for this post will only be accepted using the electronic application form on the Tes website.

The closing date for applications is 9am Friday 3rd October.

Interested candidates are encouraged to contact Claire Roberts – Office Manager Claire.Roberts1@arleyprimaryacademy.org to arrange an initial conversation with Kate Parkes - Headteacher.

Applicants are advised to contact admin@arleyprimaryacademy.org if they wish to organise a visit to the school.

Shortlisting will take place, and all candidates will then be contacted by email.

Shortlisted candidates will need to be available for interview Thursday 9th October.

If you have any questions relating to the application process, see the FAQ's page and if you still have a question - please do let us know by contacting Catherine Alexander-Gamble – Catherine.alexander-gamble@ietrust.org

We look forward to hearing from you.





HOW TO FIND US

If you arrange a visit or are successfully shortlisted for an interview, then you will need to visit our school. Please see the below for guidance and directions on how to find Arley Primary Academy.



ADDRESS

Arley Primary Academy
Gun Hill
New Arley
Warwickshire
CV7 8HB

*A 14-minute drive away
from Nuneaton Town
Centre, and an 18-minute
drive from Coventry City
Centre..*

PARKING

As you arrive at the front gate please ring the office on 01676 233 105 then they can open the gate for you, then you can park in the car park circled below.





FREQUENTLY ASKED QUESTIONS



How do I apply for a vacancy at Inspire?

All applications must be received electronically via our TES page. CVs may be accepted but will not replace the application form.

Top tips for writing my application for Inspire?

Complete the application form as thoroughly as possible, providing comprehensive information about your past employment, training, and any gaps in employment, from leaving school, until the present day. Emphasize your alignment with the Person Specification criteria in your supporting statement, elaborating on why you believe you are the best candidate for the job.

How does shortlisting work?

'Blind' shortlisting is carried out by a panel of staff who will judge the applications based on how closely they match the criteria from the person specification. By 'blind' we do not divulge to the shortlisting panel, certain sensitive information about candidates protected characteristics.

When will my referees be contacted?

Following KCSIE guidance, we will seek to obtain references for all shortlisted candidates, before the interview. This allows any concerns raised to be explored further with the referee and taken up with the candidate at the interview. With effect of 1st September 2022, following further guidance from KCSIE, there will also be an online search as an additional pre employment check at this stage. Referees will not be contacted if candidates have not given permission.

How will I be contacted if I am successful?

Successful candidates will be contacted by email after the closing date to invite them to interview with the date, time, and location of the interview. At this stage, you will also be asked to complete a self-declaration of your criminal record or information that would make you unsuitable to work with children.



Whilst we endeavour to inform all candidates of their application outcome, If you have not heard from us within 2 weeks of the closing date, please assume you have not been successful on this occasion.

What is involved in the interview process?

All of our interviews consist of formal, competency-based questions. Additionally, for teaching roles, there will be a lesson observation, and for other key roles, there may be an assessment task (e.g. a presentation, administrative task, data analysis task etc). You will receive information on your invite to interview email which will detail the specifics of the task and what we would like you to prepare in advance.

You will also be asked to bring in proof of identity documents to satisfy a DBS check and qualification certificates, relevant to the role.

Candidates who have a disability or any other needs will be given the opportunity to highlight this prior to any selection activities in order that reasonable adjustments may be made to the selection process.

Is there an onboarding process?

We have an extensive onboarding and induction program which will take you through exactly what to expect before you start your new role, by the end of your first day, by the end of your first week, and by the end of your first month. You will also find important information to online safeguarding training sessions you will be required to complete during your induction.

Is there a probation period?

Yes, there is a probation period of 6 months for support staff. This provides an opportunity for us to put in place a structured plan of CPD and support for new colleagues.



STAFF TESTIMONIALS

Taken from our 2023 staff wellbeing survey

"I work with a wonderful team of colleagues who are supportive and will make themselves available when needed to debrief etc. I feel very blessed that my line manager in particular is very supportive and understanding and takes into consideration any presenting factors which could potentially impact on my wellbeing and workload."



"I find that generally my wellbeing and work-life balance is good. I find that SLT are very supportive of my department and I can talk to other people I work with about any issues. I appreciate that any time there are parents evenings, there is not CPD on a Monday evening. I also like that we have been given other training days as days off, such as September 1st."

"I feel well supported in my role. In particular with regard to flexible working and ad-hoc childcare needs which used to be a big cause of anxiety for me."



"Employee support program is good and helpful to manage life inside and outside school."

"I think the school and Trust does a lot to support wellbeing and workload."

"Wellbeing champions and their supportive work of the staff has been excellent and would continue to help the continual wellbeing of staff. The coffee van is also an excellent little pick-me-up when it's on site."

"The work of the wellbeing champions. It is much appreciated!"

"Deputy head actively shows support, always makes sure we feel seen and heard and checks in regularly to make sure everything is going OK. "





"My Head has been incredibly supportive of my wellbeing and is always willing to stop and listen when I am in need of someone to talk to if things become overwhelming. They have supported with helping to make my workload manageable so I can have a better work life balance. I am really grateful for that. It makes a huge difference."

"I feel our SLT are really approachable and understanding. I think they do a great job at just listening and supporting where needed."



"I feel always cared for by school. It is a really lovely nurturing caring place to work."

"I am very happy at work, I look forward to coming in and the things put in place by the trust after the last survey such as the coffee van visits have made a massive improvement to the enjoyment we collectively have at work."

"I am very happy in my place of work. I feel issues are listened to and management support them as best they can. Thank you."

"I love working at my school! Although it's crazy busy we always work together as a team to support each other. I am always thanked by my direct leadership at the end of each day."



Inspire Education Trust

Together we achieve, individually we grow

RECRUITMENT PRIVACY NOTICE INSPIRE EDUCATION TRUST

Who is collecting your data?

Inspire Education Trust is a data controller for the purposes of the General Data Protection Regulation and domestic legislation. The personal data that you provide will be used in connection with your application for vacancies at the Trust. If we make an offer of employment, the Trust will provide a fully informed privacy notice to employees.

Why are we collecting your data?

- So we can process your application to the next stage
- Check and verify your identity
- Ensure your suitability for the position advertised including contacting references from your noted referees, provided you have confirmed their consent to be contacted for this purpose
- For research, analysis and statistical purposes
- Meet our statutory obligations under the Equality Act 2010

What is being collected?

The information you provide us within submitted forms is collected to enable us to consider your suitability for the vacancy. This includes:

- Name and contacts details (phone number, email and address).
- Previous work history and experience
- Education, training and qualifications
- Referee contact details

We also process special category data such as:

- Religion
- Ethnicity
- Disability Issues

We ensure we keep our records up to date by logging these on the TES platform in which you made your application. If you are successful in your application, we will provide you with further details about how we will process your personal data.

Do we share your data?

Information on application forms and notes made during the interview process are not shared if an offer of employment is not made. If an application is successful, a workforce privacy notice will be provided to you, detailing how we will use your personal data.

Your Rights.

You can see your rights in relation to the application by visiting <https://ico.org.uk/your-data-matters>

Retention

Unsuccessful candidates' application forms will be destroyed after 6 months.

Successful applicants will be provided with a fully informed employee privacy notice alongside their contract. The information provided on this form will be stored with the successful applicant's personnel file. This is kept in line with the School's record retention schedule. This can be found on the School website.

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facebook.com/ietrust



instagram.com/inspire.education.trust



twitter.com/inspireedtrust



linkedin.com/company/inspire-education-trust



tiktok.com/@ietrust



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