



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'



St. Peter's
CE Primary Academy

Teaching Assistant



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. 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.



Dear Applicant,

Thank you for showing an interest in the posts advertised at St. Peter's CE Primary Academy within the Diocese of Salisbury Academy Trust (DSAT). Should you decide to apply for a position, you will be joining our new school at an incredibly exciting time. As the Headteacher, I am thrilled at the prospect of consolidating our wonderful team of professionals with an individual who has with the drive, ambition and skills to help create the outstanding school which our wonderful learning community rightly deserves.

Our school began life with 69 pupils in September 2018 and we have grown to 225 pupils as of January 2022. As a new school, we have worked tirelessly to establish a strong local reputation and we are looking for an outstanding TA to join our team and build on this platform.

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 will promote high expectations and aspirations at St. Peter's Primary Academy and throughout the Academy Trust.

We look forward to welcoming you to St. Peter's and would highly recommend a phone call with myself or our SENCo, Becka Thomas. Additionally, we would highly recommend visiting our website and finding out more. Here you'll find plenty of content, including a [video for prospective parents and colleagues](#).

With very best wishes,

A handwritten signature in black ink, appearing to read "Ollie Martindale", written in a cursive style.

Ollie Martindale Headteacher



St. Peter's
CE Primary Academy

Our School

Located to the west of Salisbury, the heart of a vibrant new community, St. Peter's CE Primary Academy is set in extensive grounds overlooking the Wiltshire countryside. The building has state of the art facilities including a multi-use hall, extensive sports facilities inside and out, a multi-functional studio, food-technology room and a purpose-built nursery setting. St Peter's is a welcoming and stimulating environment which enables all children to thrive. We have developed an active, exciting and fast-paced curriculum which stimulates, engages and stretches all children whilst engendering them with a lifelong love of learning. Through personalised learning and sky-high expectations, all children are able to flourish and experience success. We are a strong, caring and supportive school community where children are encouraged to be reflective and proactive learners.

Vision and Values

"Ask and it will be given to you; seek and you will find; knock and the door will be opened to you." Matthew 7:7

To equip children with a love of learning and passion to succeed by making education memorable, cutting-edge and challenging. Children will leave St. Peter's as experts in their own learning and endowed with a rich tapestry of core skills and competencies to allow them to achieve anything. Ask our children, what it means to come to St. Peter's, and they will tell you: we **Strive Beyond; Defy Limits.**

In addition to the Christian ethos, values and vision of our school, we place the following at the core of our school.

Aspiration

Respect

Wisdom

Community



Job Advert

Job Title	Teaching Assistant
Academy Name	St Peter's CE Primary Academy
Location	Xanten Way, Salisbury, SP2 9FL
Contract Type	Permanent, 30 hours per week, term time only
Salary	£18,933 - £20,493 pro-rata (Band D or E depending on experience)
Pension	Local Government Pension Scheme
Contact	Wendy Dodds: office@stpeters.dsat.org.uk 01722 448445
Closing Date	Friday 4 th February 2022 9.00am
Interview Date	Wednesday 9 th February 2022
Start Date	Wednesday 9 th March 2022 or as soon as possible

Are you eager to work within a vibrant and forward-looking centre for learning?

Are you looking to grow within an aspirational and supportive staff team?

If the above resonates with you, an exciting opportunity has arisen in Salisbury for you to be part of the successful team shaping the Trust's vision for education at our school, St. Peter's CE Primary Academy.

Staff at St. Peter's support each other well, and speak positively about working at the school. Since opening in September 2018, we have retained every member of support staff. Why? Because we show trust to all our colleagues to deliver in the classroom and beyond. At St. Peter's, Forest School's, Art and PE are all led by HLTAs. If you have the passion and expertise to drive school improvement, we'll give you the opportunity.

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From March 2022, we will be looking for a TA to join our team in delivering an inclusive, world class learning experience for all our pupils. The role will involve learning support for children in one of our three KS1 classes and providing targeted support to a pupil with Downs Syndrome.

The successful applicant will:

- ✓ Be expected to work closely with the class teacher and another teaching assistant within the classroom whilst supporting the pupil with their classroom learning and social communication skills.
- ✓ Be proactive and committed to differentiating and adapting learning to suit the needs of individual children
- ✓ Support intimate care routines
- ✓ Have relevant experience working with children with additional needs
- ✓ Have relevant experience supporting pupils within KS1 or an Early Years Setting

It is important to note that although the successful applicant will be working closely with the aforementioned child, so as to encourage independence, the job role will also include working with the wider class to support learning and improve outcomes for all pupils.

The successful applicants will:

- ✓ lead, inspire and motivate children
- ✓ have high expectations and excellent classroom practice
- ✓ have a desire to improve their own practice further

In return, we are proud to offer you:

- ✓ enthusiastic children
- ✓ willing, hardworking staff team
- ✓ supportive parents who are keen to be involved
- ✓ a strong team of governors

We strongly encourage you to take a look at our website: www.stpeters.dsat.org.uk and that of the Trust: www.dsat.org.uk to get a feel for us.

How to Apply

For further information, please contact Wendy Dodds at office@stpeters.dsat.org.uk or by phoning 01722 448445. Our Headteacher Ollie Martindale looks forward to receiving your applications, and is happy to discuss the role further on the phone or via Microsoft Teams. Again, get in touch with the office to arrange a chat.

When you have enough information to make your decision to apply, please complete all sections of the application form. Application forms are available on the school website www.stpeters.dsat.org.uk and should be forwarded to office@stpeters.dsat.org.uk. Please note that we are unable to accept CVs.

All applicants will be notified of the shortlisting decisions by email. References for shortlisted candidates will be requested before interviews. Shortlisting will take place soon after the closing date and interviews will take place on 9.2.2022.

St. Peter's CE Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check before appointment is confirmed.



Job Description

Job Title: Teaching Assistant	Grade: Wiltshire D-E
Reports To: SENCO	Salary Range: £18,933 - £20,493 Pro-rata negotiable, dependant on experience
The post holder will play an important role in providing targeted support for an individual child with special educational needs and improving outcomes for all pupils. They will supervise the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times. To assist the Teacher/SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.	
Main Duties:	
1.	To support the teaching and learning processes. • Promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment. • Assist in the development, monitoring and evaluation of programmes of work • Assist teachers in timetabling of lessons and curriculum as required. • Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level. • Deliver teaching individually and in groups through a range of tasks, mainly: ○ Motivate and encourage pupils to concentrate on and fulfil the tasks set. ○ Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum. ○ Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners. ○ Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions. ○ Focus support in areas needing improvement both academic and social. ○ Support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning ○ Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets • Assist the Teacher/SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the ○ management of pupil behaviour ○ establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities ○ inclusivity of pupils with identified SEN needs
2.	To support the assessment of pupils • To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review. • To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes

	• Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social. • Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills. • To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents. • To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities. • To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
3.	To provide physical/personal care/supervision to pupils • Provide care and supervision of pupils within the classroom, within the school and outside of the school. This may include: ○ Supervision of pupils using cloakrooms, showers and toilet facilities. ○ Supervision pupils in playgrounds and when entering and leaving using school transport. ○ Escorting pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil. • Assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher. • Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This includes providing direct intimate personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication. • Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs. • Work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs. • Undertake a key worker role when required. • Liaise with parents and other professional agencies in support of pupil's needs.
4.	To contribute to the learning environment • Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work. • Monitor and support pupils/students/volunteers placed within the school on work experience programmes. • Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities. • Undertake continuous professional development • Contribute to the process of school self-review.
5.	To fully comply with the Trust's safeguarding policy • Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
6.	Additional duties • Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement. • Where a current First Aid qualification is held, in the absence of other medical facilities: ○ Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines. ○ Undertake First Aid • Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.

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.

Person Specification

	Essential	Desirable	Assessed
Education and Qualifications	- Competent to NVQ Level 2 standard in Learning Support - Experience of working with children in an educational setting	- NVQ Level 3 standard in Learning Support - Willingness to pursue further training	
Knowledge and Understanding	- Good standard of practical knowledge of learning support needs and ways of meeting these. - Experience of working with children with a range of special educational and behavioural needs.	- Recent relevant experience - Background knowledge of the Foundation and National - Curriculum and School's - procedures and policies.	
Skills and Abilities	- Excellent organizational and communication skills. - Able and committed to establishing good and productive working relationships with a range of people including pupils, parents and colleagues. - Able to be flexible and respond to changing demands with a positive attitude.	Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.	
Personal Attributes	- A cheerful disposition and good sense of humour. - Passionate about children's welfare and raising - their aspirations. - Committed to upholding the Christian ethos of the school - Understanding of responsibilities in relation to safeguarding and promoting the welfare of Children and Young People	- Discretion, loyalty, commitment, patience, flexibility, firmness, - Significant empathy with pupils who have additional or special educational needs	



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.

Recruitment Privacy Notice

This document is used during recruitment and in relation to any processing of personal data about those we are recruiting. The document is communicated to candidates when they first apply to work with the school as well as being made available on the school website.

Policy Statement

We are part of the Diocese of Salisbury Academy Trust. As part of your application to join us, we will gather and use information relating to you. Information that we hold in relation to individuals is known as their “personal data”. This will include data that we obtain from you directly and data about you that we obtain from other people and organisations. We might also need to continue to hold an individual’s personal data for a period of time after the recruitment process, even if you are unsuccessful. Anything that we do with an individual’s personal data is known as “processing”.

This document sets out what personal data we will gather and hold about individuals who apply for a position with us, why we process that data, who we share this information with, and your rights in relation to your personal data processed by us.

What information do we process during your application process?

We may collect, hold, share and otherwise use the following information about you during your application process.

Up to and including shortlisting stage:

- your name and contact details (i.e. address, home and mobile phone numbers, email address);
- details of your qualifications, training, experience, duties, employment history (including job titles, salary, relevant dates and working hours), details of driving licence (if relevant for role), membership of professional bodies and interests;
- your racial or ethnic origin, sex and sexual orientation, religious or similar beliefs;
- information regarding your criminal record;
- details of your referees;
- whether you are related to any member of our workforce; and
- details of any support or assistance you may need to assist you at the interview because of a disability.

Following shortlisting stage, and prior to making a final decision

- information about your previous academic and/or employment history, including details of any conduct, grievance or performance issues, appraisals, time and attendance, from references obtained about you from previous employers and/or education providers;*
- confirmation of your academic and professional qualifications (including seeing a copy of certificates);*
- information via the DBS process, regarding your criminal record, in criminal records certificates (CRCs) and enhanced criminal records certificates (ECRCs), whether you are barred from working in regulated activity;*
- your nationality and immigration status and information from related documents, such as your passport or other identification and immigration information;*
- medical check to indicate fitness to work;*
- a copy of your driving licence (or other appropriate documentation as listed on the Home Office list);*
- if you are a teacher, we will check the National College of Teaching and Leadership (“NCTL”) Teachers Services about your teacher status, whether you are subject to a prohibition from teaching order and any other relevant checks (for example Section 128 direction for management posts and EEA teacher sanctions);* and
- equal opportunities’ monitoring data.

You are required (by law or in order to enter into your contract of employment) to provide the categories of information marked (*) above to us to enable us to verify your right to work and suitability for the position. Without providing us with this information, or if the information is not satisfactory, then we will not be able to proceed with any offer of employment.

If you are employed by us, the information we collect may be included on our Single Central Record. In this scenario, a further

privacy notice in relation to data we collect, process, hold and share about you during your time with us, will be issued to you.

Where do we get information from about during your application process?

Depending on the position that you have applied for, we may collect this information from you, your referees (details of whom you will have provided), your education provider, any relevant professional body, the Disclosure and Barring Service (DBS), NCTL and the Home Office, during the recruitment process.

Why do we use this information?

We will process your personal data during your application process for the purpose of complying with legal obligations, carrying out tasks which are in the public interest, and taking steps with a view to entering into an employment contract with you. This includes:

- to assess your suitability for the role you are applying for;
- to take steps to enter into a contract with you;
- to check that you are eligible to work in the United Kingdom or that you are not prohibited from teaching; and
- so that we are able to monitor applications for posts in the Trust to ensure that we are fulfilling our obligations under the public sector equality duty under the Equality Act 2010.

How long will we hold information in relation to your application?

We will hold information relating to your application only for as long as necessary. If you are successful then how long we need to hold on to any information will depend on type of information. For further detail please see our Retention and Destruction Policy.

If you are unsuccessful we will hold your personal data only for six months, after which time it is securely deleted.

Who will we share information with about your application?

We will not share information gathered during your application process with third parties, other than professional advisors such as legal as HR advisors.

Rights in relation to your personal data

All individuals have the right to request access to personal data that we hold about them. To make a request for access to their personal data, individuals should contact:

The Academy Office or the Trust's Business Support Administrator.

Please also refer to our Data Protection Policy for further details on making requests for access to personal data.

Individuals also have the right, in certain circumstances, to:

- Object to the processing of their personal data
- Have inaccurate or incomplete personal data about them rectified
- Restrict processing of their personal data
- Object to the making of decisions about them taken by automated means
- Have your data transferred to another organisation
- Claim compensation for damage caused by a breach of their data protection rights

If an individual wants to exercise any of these rights then they should contact Dan Parker, Data Protection Officer. The law does not oblige the school to comply with all requests. If the school does not intend to comply with the request then the individual will be notified of the reasons why in writing.

Concerns

If an individual has any concerns about how we are using their personal data then we ask that they contact our Data Protection Officer in the first instance. However an individual can contact the Information Commissioner's Office should they consider this to be necessary, at <https://ico.org.uk/concerns/>.

Contact

If you would like to discuss anything in this privacy notice, please contact:

Dan Parker, Data Protection Officer, dataprotection@dsat.org.uk