



# Diocese of Salisbury Academy Trust

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



## St. John's CE Primary School

*'Growing and learning together, sharing the love of God'*

### Class Teaching Assistant — Permanent contract



**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.



St. John's  
CE Primary School

*'Growing and learning together, sharing the love of God'*

## Letter from the Headteacher

Dear Applicant,

Thank you for your interest in applying for a KS2 Teaching Assistant position at St John's School.

We are a successful one form entry primary school and are currently looking to appoint a confident Teaching Assistant on a permanent contract, to come and join our friendly, hardworking team.

We very much value our membership of DSAT (Diocese of Salisbury Academy Trust). We work closely with 2 other DSAT Weymouth Primary schools as well as other DSAT schools across the trust. Having a positive partnership with DSAT has enabled us to enjoy quality CPD, support and challenge and the opportunity to network with other schools to work together, enjoy developing professionally and share good practice.

You need to be able to offer us good teamwork skills, enthusiasm, and a commitment to believing and recognising that all our children can make fantastic progress- no matter what.

Everything that we aim to be and achieve at St John's is grounded in our church school ethos and everyone in our school community is encouraged to embrace our vision and values. We believe that children can do their best if they feel that they belong, are valued, listened to, and understood.

I look forward to hearing from you.

With very best wishes

A handwritten signature in black ink that reads 'Amanda Aze'.

Amanda Aze  
Headteacher

## Our Vision and Values

'Growing and learning together  
Sharing the love of God'

*St John's Church of England Voluntary Aided Primary School was founded in 1864 for the education of children in the local community and the Parish of Radipole and Melcombe Regis, guided by the principles of The Church of England. At the heart of St John's Primary School is a desire that Christian ideals and values should inform every aspect of the school's life, including an expectation that all children make the very best progress.*

### The Vision Vessel

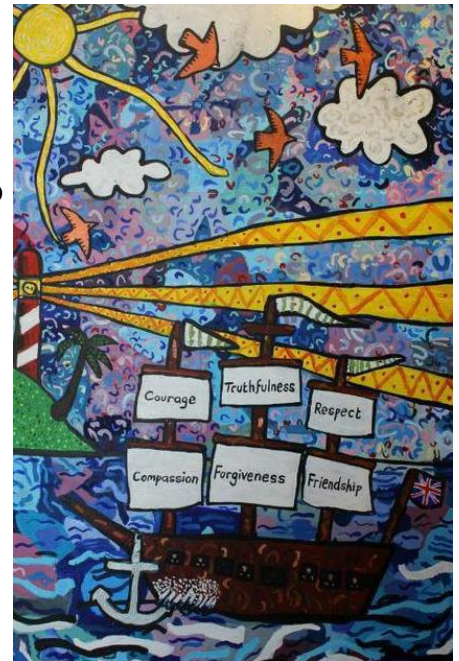
We are on a voyage of discovery and this ship represents our school. It is a vessel that takes us to new and exciting places with our faith and our learning. The sails are named with our school values. They are powered by the wind which represents The Holy Spirit. Our sails need to be filled with wind to be effective and move the ship forwards.

Our school community are all on board and we work as a team to travel together. Our school staff are the crew. They are well trained and do their jobs well so that everyone can get to their destination.

The birds soaring through the sky are flying high and represent our aspirations. At St John's Primary School, the sky is the limit.

The anchor is God's love. Even when the sea is stormy, we can trust in Him.

The lighthouse represents St John's Church. In days gone by the spire of St John's Church was used by sailors as a navigational aid. The light of Jesus shines out from the lighthouse guiding the ship into safe waters.



### Our Mission

To be a caring school family where all of our children are able to experience.

- The very best education to enable them to flourish as a child of God
- The opportunity to begin and then continue their own journey of faith
- Encouragement and support to nurture and live out our school Christian values.

### Aims

- To give children the opportunity to experience the love of God in Jesus Christ
- For children to grow in their sense of personal worth and their respect for others
- Develop an appreciation of being a responsible member of a community
- To offer high quality teaching and learning experiences for every child
- To encourage and develop a love of learning
- To work closely with families to foster positive relationships that benefit the child



## Our School

We are a small school with big expectations for our pupils.

At St John's Church of England Primary School, we provide a happy, caring and stimulating learning environment where the focus of everything we do is the children. We value and respect families from all faith or non-faith backgrounds and enjoy building relationships to ensure that all children achieve the very best they can be during their time at the school.

Our aim is to serve our community by providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning of faith and promote Christian values through the experiences we offer to all our pupils.

### Looking forward to school every day

We believe that in order for children to do well and make great progress they need to feel safe and happy at school. We place a premium on ensuring that children are cared for and supported if necessary so that they can look forward to coming to school, make friends and enjoy their learning.

We encourage everyone at school to live out our school values. We believe this helps us to be the best we can be, help each other to feel valued and encouraged and recognise where we need to learn from our mistakes in a safe and caring way.

Our school values are:

**Respect:** *We are fair and value each other's ideas and opinions.*

**Friendship:** *We are kind and encourage one another.*

**Truthfulness:** *We tell the truth and own up to mistakes.*

**Compassion:** *We look after each other and share.*

**Courage:** *We try new things and do our best.*

**Forgiveness:** *We give people a chance to start again.*

### Achieving our best and having fun!

St John's teaches a broad and creative curriculum that engages children so they look forward to lessons, enjoy their learning, make good progress and have fun.

We have high expectations for achievement in reading, writing and maths and strongly believe that memorable learning happens when lessons are practical and engaging.

Opportunities to take part in sporting events and competitions, performing a Shakespeare play on a professional stage, learning to sail, conducting exciting science investigations, playing a musical instrument, designing, creating and using technology are some of the ways we ensure that children gain a wealth of experience during their time with us. A broad range of extra-curricular clubs are also offered.

Our curriculum offers many opportunities for educational visits to enhance learning, including residential trips for our older children.

We promote the spiritual, moral, cultural and social development of all our pupils. Therefore, children become confident and comfortable in sharing their views on matters of faith and beliefs and listen with respect to the opinions of others.



# Job Advert

<b>Job Title</b>	KS2 Teaching Assistant with a requirement to cover Lunchtime supervision duties
<b>Academy Name</b>	St John's Primary School
<b>Location</b>	Coombe Avenue, Weymouth, Dorset
<b>Hours</b>	32 ½ hours per week (Monday- Friday with 30 min lunchbreak)
<b>Contract Type</b>	Permanent Contract Term time plus 5 school Training days
<b>Salary</b>	Grade 5 -£18,933 - £19,698 pro rata (£9.81 - £10.21 per hour)
<b>Pension</b>	Local Government
<b>Contact</b>	<a href="mailto:office@stjohnswey.dsat.org.uk">office@stjohnswey.dsat.org.uk</a> 01305 785711
<b>Closing Date</b>	Wednesday 5 <sup>th</sup> January 2022 at 9am
<b>Interview Date</b>	Friday 7 <sup>th</sup> January 2022
<b>Start Date</b>	Asap following satisfactory references and DBS checks

We are looking to appoint an, enthusiastic, calm, well organised teaching assistant to be part of our committed and hardworking team. Ideally you will need to have recent experience of working with children in a primary school environment, preferably in a KS2 class. You will be knowledgeable and confident at supporting children's learning so that a team approach ensures good and better progress for our learners.

We are a friendly, professional team who value the importance of getting on well together so that our school community lives and learns well in a positive, mutually respectful way.

In order for our children to do the best they can we work together to create a caring, nurturing environment where it is safe for children to make marvellous mistakes and encourage an understanding that there is learning in every situation. Our recent Ofsted inspection recognised many aspects of our children's behaviour and attitudes as exceptional.

Our school vision and values underpin everything that we do and we love to celebrate seeing our school values in action.

If you feel that you are what we are looking for, we would love to hear from you.

## 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.

When you have enough information to make your decision to apply, please complete all sections of the application form which can be found on our school website [www.stjohns.dsat.org.uk](http://www.stjohns.dsat.org.uk). (Please see Parents tab>vacancies).

Please send your completed application form by email to [office@stjohnswey.dsat.org.uk](mailto:office@stjohnswey.dsat.org.uk) or by post to St John's Primary School, Coombe Avenue, Weymouth Dorset DT4 7TP

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.

**Please view our Privacy Notice for those who have applied to work at the Trust at [www.dsat.org.uk/data-protection](http://www.dsat.org.uk/data-protection)**

Applicants should be able to support the aims of a Christian school with strong church links. St John's is committed to safeguarding and promoting the welfare of children and equal opportunities in employment and expects all staff and volunteers to share this commitment.

Any offer of employment will be subject to receipt of an enhanced check by the Disclosure and Barring Service (formerly known as CRB) and two acceptable references.

## Job Description

<b>Job Title: Teaching Assistant</b>	<b>Grade: 5</b>
<b>Reports To: Class Teacher/Supervisory TA/SEN Co-ordinator (SENCO)/Headteacher</b>	<b>Salary Range: £18,933 - £19,698 Pro rata</b>
<p><b>Main Job Purpose:</b> Responsible for working across a varied range of responsibilities.</p> <p>The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.</p> <p>To assist the Headteacher/SENCO/HLTA 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.</p> <p>There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').</p>	
<p><b>Main Duties</b></p> <ol style="list-style-type: none"> <li>1. To support the teaching and learning processes.</li> <li>2. To assist the teacher/SENDSCO in developing, implementing and managing individual/group pupil learning strategies aimed at the <ul style="list-style-type: none"> <li>- management of pupil behaviour</li> <li>- establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities</li> <li>- continuous review and development of the postholder's professional practice</li> <li>- Inclusivity of pupils with identified SEN needs</li> </ul> </li> </ol> <p><b>Under the guidance of direction of the teacher/SENCO:</b></p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Teaching support is delivered individually and in groups through a range of tasks, mainly:</li> <li>3. Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions</li> <li>4. Focus support in areas needing improvement both academic and social.</li> <li>5. To 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.</li> <li>6. Motivate and encourage pupils to concentrate on and fulfil the tasks set.</li> <li>7. Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.</li> <li>8. 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.</li> <li>9. Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.</li> <li>10. Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.</li> <li>11. To 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.</li> <li>12. Assist in the development, monitoring and evaluation of programmes of work</li> <li>13. To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.</li> </ol>	



14. Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
15. 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.
16. Assist teachers in timetabling of lessons and curriculum as required.
17. Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
18. Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
19. Contribute to the process of school self review.
20. To liaise with parents and other professional agencies in support of pupil's needs.
21. To provide care and supervision of pupils within the classroom, within the school and outside of the school.
22. Supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
23. Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
24. Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
25. To assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
26. Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:
27. Where a current First Aid qualification is held, in the absence of other medical facilities:
  - a. Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
  - b. Undertake First Aid
28. Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
29. 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.
30. To undertake a key worker role when required.
31. To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
32. Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
33. To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
34. To assist in the preparation and maintaining the learning environment
35. 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.
36. To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
37. To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
38. To undertake continuous professional development
39. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
40. To fully comply with the Trust's safeguarding policy.
41. 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.

## Knowledge and skills

Experience of working with children in an educational setting is essential.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.

A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.

Knowledge of legislation and regulations applicable to the support and care of pupils.

They must have achieved a qualification in English/literacy and mathematics/numeracy and NVQ Level 2 of the National Framework and ideally be working towards Level 3.

## Supervision and management

Typically there will supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/HLTA within the team. The postholder may be required to support the induction and further training of classroom TAs.

## Problem solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers. There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed. Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional or behaviour difficulties. A creative approach to supervisory duties, training and in supporting staff is required.

## Key Contacts and Relationships

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

There will be regular contact with the Headteacher, relating to on-site supervision of TAs, deployment and cover arrangements.

## Decision making

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day-to-day deployment of TA staff and resources, under the overall direction of teaching staff.

## Resources

Books, stationery, writing equipment

ICT and AVA equipment

## Working Environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

## Person Specification

Key criteria	Essential	Desirable
<b>Education, training and Qualifications</b>	<ul style="list-style-type: none"> <li>Achieved NVQ level 2 or equivalent in relevant field.</li> <li>Achieved CSE/GCSE/O level in Maths and English or other qualification in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>NVQ3</li> <li>First Aid qualification</li> <li>HLTA Status</li> <li>Up to date phonics training</li> </ul>
<b>Knowledge, Understanding &amp; Experience</b>	<ul style="list-style-type: none"> <li>Knowledge of safeguarding responsibilities and procedures</li> <li>Previous experience of working within a school setting ideally EYFS/KS1</li> <li>Understanding of how different children develop and learn</li> <li>Experience of supporting the emotional needs of children and an understanding of how positive relationships support children's development and mental health</li> <li>Experience of using a range of positive behaviour management strategies</li> </ul>	<ul style="list-style-type: none"> <li>Experience of working with children who have additional needs</li> <li>Experience of working with small groups to deliver interventions</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Ability to work as part of a staff team</li> <li>Good oral communication</li> <li>Able to follow instructions from the class teacher/SENDCO as well as use own initiative</li> <li>Competent user of IT both for self and as a learning tool</li> <li>Sensitivity towards the needs of other children and adults</li> <li>The ability to contribute effectively to the workload and responsibilities of a team, demonstrating the ability to be flexible and adaptable</li> <li>Be able to work positively and sensitively with colleagues, parents, a range of professionals and other pupils</li> <li>To be able to work in partnership with parents/carers and outside professionals</li> </ul>	<ul style="list-style-type: none"> <li>Willingness and ability to contribute to the wider life of the school.</li> </ul>
<b>Personal qualities/attributes</b>	<ul style="list-style-type: none"> <li>To be motivated and well organised</li> <li>To be able to support the ethos, vision and values of a church school</li> <li>To have a sense of humour and an ability to make learning fun</li> <li>To have discretion, patience and good personal organisation</li> <li>To be flexible and able to adjust and adapt when necessary</li> <li>To have confidence to work with whole class groups</li> </ul>	<ul style="list-style-type: none"> <li>Interests outside of school</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/map](http://www.dsat.org.uk/map).