Recruitment Pack



Early Years Teaching Assistant Level 2

Fixed Term

37 Hours, Term Time Only

Grade 3 (£19,312 to £19,698 for FTE)



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Headteacher's Welcome



Thank you for your interest in joining Nether Edge Primary School. This is an excellent opportunity to join a great school and to play a key role in shaping the provision of education for our children.

Nether Edge is a happy, thriving school providing high quality education both in the classroom and throughout a wide range of extra-curricular activities. We are very proud of our children and believe they should perform well academically and also develop as people.

Nether Edge Primary is part of the Mercia Learning Trust along with King Ecgbert School, Mercia School, Newfield School, Totley Primary and Valley Park Primary.

Our expectations for every Nether Edge child are high; excellence and enjoyment are at the heart of all we will seek to do. We believe in the potential of every child, providing opportunities and enabling them to thrive in our caring environment.

Our staff team are central to our success. They drive and accelerate the outstanding provision we offer to our community and we want the very best people to join us.

If you feel you have the skills, drive and ambition to help support our aims then please do read on.

Michele Nott
Headteacher



Ofsted Said

'The quality of teaching is outstanding. Teachers set high expectations and plan learning that inspires, challenges and engages pupils so that they make rapid progress'

Our School

Nether Edge is an 3-11 school in South-West Sheffield. The current roll is around 450. The school's catchment area is predominantly Nether Edge and Abbeydale. Our parents and carers have high aspirations and expectations for their children and the school.

We believe that children should come to school and:

- be Safe
- be Happy and Healthy
- Achieve Well
- Play a Positive Part
- be Excited by Learning

The school is much larger than the average-sized primary school and also has a nursery offering flexible hours of attendance.

We are really proud of the diverse make up of our school; this diversity reflects the wonderful community that we serve. Many of our children come from minority ethnic backgrounds, of which about 60% are of Pakistani heritage. Some of our pupils speak English as an additional language.

The proportion of disabled pupils and those who have special educational needs is above average and the proportion of disadvantaged pupils for whom the pupil premium provides support is just above average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and children that are looked after by the local authority.

We are passionate that our curriculum is the very best for our pupils; that it ensures pupils are prepared and ready for the next stage of learning and of life.

Be prepared, be ready!

Genuinely, and with integrity, our curriculum will prepare pupils for the next stage of life and learning. We do this with Reading and Oracy at our core so that children have a love and passion for language and vocabulary, are able to articulate knowledge and build exceptional relationships in school and the wider world. Our aim is to quickly ensure children are reading as fluently as possible, this is achieved through a relentless focus on Reading and Oracy throughout our curriculum design.

Our curriculum is well planned and well sequenced, therefore embedding core knowledge in the long term memory so that schema are strong and secure. This is an offer that we provide for all learners and in all subjects.

Our curriculum is an exceptional offer that provides children with the knowledge and skills to feel empowered to have a burning desire to do good in the world, through stimulating and thought provoking learning, creating awe and wonder. We do this by focusing on our 3 core values, Equalities, World-Wide citizens and Technologies within our curriculum design.

We want:

- **Avid readers, with reading being at the core of every curriculum subject;**
- **Children who can articulate well through speaking;**
- **Build exceptional relationships;**
- **All curriculum teaching to alter children's long term memory.**

Reading is a huge part of our offer for children. Starting in nursery, our children are taught phonics first and fast so that they can reach a point of reading fluently as quickly as possible. We follow the Read, Write, Inc programme, aiming for pupils to reach the end of the programme by Christmas in Y2.

Our commitment is that every child at Nether Edge will learn to read confidently, fluently and for enjoyment. In order to fulfil this commitment, we ensure that all teaches are given training and regular professional development to enable them to be expert teachers of reading.

We ensure that from the earliest opportunity, we expose our children to a rich array of stories, songs and rhymes and that throughout their time in our school, the curriculum is language rich and reading is a pleasurable and rewarding experience for all.

We want:

- Curious readers who read widely and can speak with confidence about books they enjoy.
- Skilled readers who use reading skills to underpin their understanding of all aspects of the curriculum
- Imaginative readers who use books to inspire understanding and progression of the world they live in.
- Interested and imaginative readers who use and apply knowledge secured in their long term memory.

'Come and Read time is a sacrosanct time at the start of every afternoon when every pupil enjoys being read to by an adult; experiencing all the wonderful language, enjoyment and learning that goes with this.

Nether Edge Primary School was inspected in June 2015, judging the school as 'Outstanding' in all key areas. The report accurately reflects the positive direction of the school.

- *The headteacher, senior leadership team and governors have a very clear view of how successful the school can be. Their vision is shared by all staff so that the school is continually improving.*
- *Throughout the school, the majority of pupils make outstanding progress from low starting points and reach above-average standards in reading, writing and mathematics by the end of Year 6.*
- *The school's work to keep pupils safe is outstanding. Pupils report that they are very confident and happy at school and the vast majority of parents agree.*
- *Leaders at all levels rigorously check on the work of all pupils to make sure that they are making the maximum progress.*

Ofsted Said

'Pupils' behaviour is outstanding. They are polite, interested and curious about the world around them. Pupils quickly develop key values such as respect, tolerance and resilience'



Our Pupils

Visitors to our school almost always remark on the special feel that our school has; primarily the passion for learning that our pupils have, and the enthusiasm that they and our staff have for our school. Our school has such a friendly, welcoming atmosphere; we value positive relationships at all levels. Good behaviour, hard work, pupil participation and a real desire to learn and improve are central to achievement.

Pupils are at the heart of everything that we do. We have high aspirations for all our pupils and our goal is to improve the life chances of every learner irrespective of their starting point. We take the business of teaching and learning extremely seriously. Pupils are valued as individuals and we are passionately committed to their achievement, personal growth and excellence in everything we do. Pupils are encouraged to thrive in all areas of learning, in the classroom and beyond.

A wide range of clubs and activities take place outside normal lesson times. These include sport, drama, music and outdoor activities. The recent recognition of our school as a Gold Sports Award school recognises the lengths we go to ensure all of our pupils have experience of high quality sport and access to competition.

Our Staff

There are currently 61 staff in school. Both teaching and support staff are dedicated and committed to supporting high quality learning outcomes for all.

In addition to the Headteacher, the Senior Leadership Team has a Deputy Headteacher and two Assistant Headteachers.

What can we offer you?

- An outstanding school with dedicated staff, including Specialist Leaders of Education and a National Leader of Education working across the trust.
- A trust curriculum framework and assessment, based on research and the knowledge of our pupils.
- A dedicated team who are exceptionally skilled at delivering the best teaching and learning approaches to staff and children.
- Fantastic children who are courteous, polite and always ready for learning!

What is the Nether Edge offer to you, and in return what we expect of our staff?

Inclusive

Together, we learn better. Just like we expect for children, we all ensure we are on the same page at Nether Edge. We are consistent with our teaching and learning approaches, and want to be the best we can be, as we know this helps our children.

We will give you:	You must:
Coaching opportunities to support yourself and others, and realistic, but high, expectations on you as a practitioner.	Want the best for all pupils in school, every minute of every day. You will go the extra mile to achieve this.
Reduce workload by ridding un-necessary tasks, including extensive written marking.	Set high personal goals and have high expectations of others (children and adults)
Give time to staff to plan, prepare and assess what is the most important – children's learning.	Be clear on the path you want to take for your own career and use the support of others to achieve this.

Independent

The ability to think, perform and reflect as an individual on your practice is a skill we carefully teach children at Nether Edge. As a member of staff, you are also expected to maintain such standards.

We will give you:
Rid lesson observations in its traditional form, to rid un-necessary tasks.
An excellent staff who are dedicated to everything that they do.
A wonderful group of children with excellent independent learning skills.
You must:
Come to work each and every day feeling positive and confident about your abilities to grow, learn and inspire.
Be warm and welcoming to all staff, children and parents



Show a growth mind set in all tasks and challenges, and take these on with a smile!

Inspired

When you feel inspired, you are more able to take risks, move out of your comfort zone and try something new. Teaching and learning is an area where risks can be taken each and every day, to ensure that new and exciting opportunities are given to the children.

We will give you:	You must:
Time to read, trial and develop research based strategies in your classrooms, and through Professional Learning Meetings.	Read widely yourself as a practitioner, being aware of new and exciting research and sharing this with other staff.
Share effective practise in classrooms, and give opportunities to visit others.	Outward facing and passionate about trying new things and taking risks.
Adhere to 35 hours of development time per teacher and assess its effectiveness.	Use research to trial what works well in classrooms
Support behavioural expectations throughout school, so all children follow SHAPE.	Ensuring your professional behaviours display everything we expect of children (including behaviour and attendance).

Intellectually Curious

You are confident with your teaching and learning approaches, but also flexible to try new ones. You show curiosity about what is happening in other classrooms and schools, and find this out without prompts. You also innovate our non-negotiables at Nether Edge, so that they meet the needs of the learners you teach.

We will give you:	You must:
An opportunity to test new strategies, but only ones which are research proven or have clear intent.	Be flexible in your teaching and willing to adapt to new strategies.
Set challenging and rigorous targets for all staff in school, increasing your capabilities and challenging you professionally.	Show confidence to try new approaches you are not yet confident about, and are resilient to achieve great outcomes.

Our Facilities

Our school building is a wonderful Victorian building, steeped in history. Made up of two large buildings, connected by a link bridge, our school surrounds a playground with designated football spaces, woodland area, astro-turfed 'chill out' area, climbing wall and large sand pit. There is a large outdoor area for our reception children, which includes a covered outdoor learning space and further woodland area. A smaller outdoor area provides many learning opportunities for our nursery children.



Each of our classrooms has interactive white board and visualiser, both used to enhance learning. Our wonderful library is well used by our pupils and celebrates our absolute passion for reading. Two halls provide ample space for sports activities, assemblies and after school clubs to take place. We also have a breakfast club, after school club and a community play group.

School Organisation

Our nursery offers morning and afternoon sessions for children, plus full days for children eligible for 30 hours. The school has two classes in every year group from Reception to Year 6, each taught by a qualified teacher and supported by an experienced and highly capable team of teaching assistants and Higher Level teaching assistants. A team of teaching assistants with a particular focus on SEND offer more specialist support for children, alongside high quality teaching by the class teacher. In years 3 to 6, each teacher takes a lead on planning and teaching *either* maths or writing. Teachers feel that this means that they can really focus their strengths and time, and has a positive impact on workload.

We promote positive relationships between all in school, and see this as the heart of our positive behaviour system. We acknowledge positive attitudes to learning, the school community, attendance and academic progress using our 'Diamond Dojo' system. Staff work together with parents to ensure that all pupils achieve the very best that they can; staff are well supported with any particular issues or concerns.

Governors and parents play an active role within the school. Our families are hugely supportive of the school. The school's reputation is very positive within the community and beyond and this is reflected in the number of families applying for entry to the school.

Ofsted Said

'Governors ensure that the curriculum offers a broad range of subjects, including personal and social education, assemblies, visits and clubs, in order to develop pupils' spiritual, moral, social and cultural education'

The Mercia Learning Trust is a highly successful partnership of 3 primary and 3 secondary schools located in the south west of Sheffield. We are proud that overall effectiveness, outcomes and improvement trends are amongst the strongest on any trust in the country.

Our Trust is based on a deep and shared moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives...

Working as individual schools, and in deep partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they were our own, and to measure our actions and impact against this.

The Trust was originally founded around King Ecgbert Secondary School. However, very quickly a multi-academy partnership formed with two feeder schools (Nether Edge Primary and Totley Primary). This was followed by further growth with a local secondary (Newfield School) and primary (Valley Park Primary). In 2018 the Trust opened a brand new secondary school (Mercia School) to meet the need for local population expansion. Currently we educate approximately 3600 students from ages 2-18+, although this will increase to around 5000 as our current schools grow in the next few years.

Our Trust has a mature definition of partnership which we call aligned autonomy. We share the same mission, values and moral purpose, have an increasing amount of common best practice (often backed by research), and benefit from our combined resources and reputation. Nevertheless, we understand that schools are unique and are best led by leaders and staff who feel fully accountable and are able to individually innovate in the light of their context. This balance between difference, sharing and commonality is what drives improvement and lies at the heart of our trust.

Alongside our pupils, our staff are our greatest asset. As such we are deeply committed to recruiting, developing, retaining and caring for our exceptionally talented and committed staff teams. This commitment is enshrined in the Mercia Pledge which is designed to ensure our staff get the very best professional experience and support on offer anywhere. The Mercia Learning Alliance sits at the centre of this strategy, alongside that to recruit new teachers into the profession, and support system leadership across the sector.

In a short period, our Trust has achieved a great deal. However, we are ambitious and forward-thinking, and fully committed to maintaining and improving student experience and outcomes, and further improving our trust.

We also believe we are well-placed to engage in careful and sustainable growth in the light of our Trust mission and priorities.

Chris French
CEO

Trust Moral Purpose

We share the same moral purpose. We believe an exceptional education can realise the potential of every pupil, whatever their background, and truly transform lives... The statement, "Realising Potential. Transforming Lives.", summarises this commitment.

Mission

Working as individual schools, and in partnership, our singular intention is to ensure every pupil, whatever their background, will attend an exceptional school. We believe pupils should enjoy school, feel safe and fully supported, be inspired to learn, develop character and aspiration, and realise their full potential. We are so committed to pupil success and well-being that we choose to think of every pupil we serve as if they are our own, and to measure our actions and impact against this.

Staff Principles

Six principles, shown in the MERCIA acrostic, underpin everything we do as staff in our trust.

- **Moral Purpose -** We exist to inspire pupils to realise their full potential and to lead happy, healthy and fulfilled lives.
- **Expectations -** We have exceptionally high expectations of everyone and pursue excellence.
- **Relentless focus on learning -** Helping every pupil learn successfully is the most important thing we do. We prioritise our time, energy and resources to ensure our curriculum and the environment for learning is exceptional.
- **Culture -** We demand consistency, kindness, tolerance and respect in all relationships; and that every member of staff goes above and beyond to achieve pupil success.
- **Impressive staff -** We are committed to recruiting, developing and retaining them, and helping them secure a healthy work-life balance.
- **Alignment -** We believe partnership brings profound benefit to each school, and that we are stronger together.

Pupil Values

We want every pupil to realise their potential and to lead a happy, healthy and fulfilled life.
We expect a great deal from every pupil and these expectations are expressed in our six trust values:

- **Ambition** – we expect pupils to want to be the best they can be, to aspire to achieve success at school and in later life.
- **Strength** – we expect pupils to develop strength of character, determination and resilience to overcome the inevitable barriers to success that all people face.
- **Passion** – we expect pupils to become inquisitive and develop a thirst for knowledge and learning.
- **Independence** – we expect pupils to be organised, prepared and to develop personal responsibility.
- **Respect** – we expect pupils to show good manners, kindness, tolerance and exemplary behaviour at all times.
- **Endeavour** – we expect pupils to work hard, to fully engage and enjoy all aspects of school life: and preserve a healthy balance that maintains their wellbeing.

The Mercia Pledge

Alongside our pupils, our staff are our greatest asset. We recognise that our success, and that of every pupil, is inextricably linked to our ability to attract, recruit, develop, retain and care for our staff. Whilst we demand absolute commitment to our moral purpose, mission and staff principles; the Mercia Pledge is our commitment to *all* staff.

Teaching staff can expect:

1. An outstanding primary and secondary Initial Teacher Training offer through the Mercia Learning Alliance
2. High-quality NQT and RQT induction and support
3. Effective annual appraisal and career conversations
4. Support to improve via targeted CPD and movement through a formal CPD career development pathway
5. To be included in strategic succession planning to develop and retain them
6. A commitment to reduce staff workload and increase staff wellbeing

Support staff can expect:

1. High-quality induction into a new role
2. Effective annual appraisal and career conversations
3. Support to improve via targeted CPD
4. To be included in strategic succession planning to develop and retain them
5. A commitment to reduce staff workload and increase staff wellbeing

Nether Edge Primary School

Post: **Early Years Teaching Assistant Level 2**
Contract type: **37 hours/39 weeks**
Contract term: **Fixed Term, Ending 31 August 2022**
Salary: Grade 3 (£19,312 to £19,698 for a full time member of staff,
Pro Rata Salary: £16,518 to £16,848 (with under 5 years' service)
Commencement Date: **As soon as possible**

We have an exciting opportunity for an experienced and enthusiastic Early Years Teaching Assistant at Level 2 to join our hardworking and supportive team. We are an outstanding school who always work hard to make our practice as good as it possibly can be for all the children.

This role is to work in a team of Teaching Assistants and to assist with assessing and teaching the children within our specialised assessment system. A passion and understanding of early years reading and phonics is a key component of our teaching.

The right candidate will:

- deliver high quality support/interventions for both groups and individuals
- develop positive relationships with students, parents and staff
- have strong Numerical Skills
- have experience ideally gained within a busy and demanding environment
- have an ability to work using their own initiative
- have an alignment to a can-do culture
- possess the capability to maintain effective relationships
- have a high level of communication skills and the ability to relate positively to children and adults
- display the talent to adapt to changing situations and learn new skills
- own a keen eye for ensuring the safety of our pupils
- hold strong principles that are aligned with the school

We are passionate about enabling all our students the very best start in life at Nether Edge Primary School. Great support staff make a difference.

If you are interested in applying for this role, please submit a Mercia Learning Trust Application to recruitment@merciatrust.co.uk. Please note we do NOT accept CV's or Council Application Forms.

Closing Date: Sunday 31 October 2021
Interview Date: Week commencing 8th November 2021

The Mercia Learning Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. An enhanced DBS check is required for this post.

The ability to converse at ease with students and members of the public, and to provide advice in accurate spoken English, is essentially to the role.

Job Description

Post title:	**Teaching Assistant Level 2**
Responsible to:	**Headteacher**
Purpose of the role:	To provide a comprehensive cleaning service to the school site
CORE DUTIES	
Support for Pupils	• Independently assessing and planning learning for groups or individuals using specific training. • Motivate and have high expectations for all children, including challenging children. • Contribute to development of IEPs, writing parts where there is a close relationship with the child, and implement. • Administering, assessing and tailoring intervention in and out of class. • Know who the vulnerable children in each class are and ensure they are receiving timely and effective interventions for their need. • Encourage the whole process of learning while also ensuring high quality outcomes. • Ensure children are observed before skilfully intervening. • Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
Support for the Teacher	• Planning, creating and maintaining areas of the learning environment after consultation with the teacher and own assessment. • Independently maintaining a good level of stock in each classroom. • Recording formative assessment as directed by the teacher. • Create and maintain a part of the learning environment with learning objectives given by the teacher. • Contribute to marking and feedback of groups. • Produce worksheets and learning for specific activities.
Support for the Curriculum	• Determine the need for, prepare and maintain resources for whole school learning.

Supporting the School	• Observe and contribute to the staff SHAPE across school. • Assist on trips and at other times (e.g. lunchtimes) as required.
OTHER SPECIFIC DUTIES	
Other Duties	• To contribute to whole school events as and when required • To ensure accurate records are securely maintained and held in accordance with General Data Protection Regulations (GDPR)/Data Protection Act 2018 • Be aware of and support diversity, ensuring equal opportunities for all • Develop professional, constructive relationships with other agencies, schools and professionals • Participate in meetings, training and performance development as necessary • Recognise own strengths and areas of expertise using these to advise and support others • Be willing to undertake training and professional development as required of the post • Any other duties and responsibilities appropriate to the grade and role
Promotion of Trust Values	• To contribute to the overall development of Mercia Learning Trust to ensure the Trust operates on the basis of shared and collective responsibility • To contribute to the overall ethos, work and aims of Mercia Learning Trust • To support and contribute to the Trust's commitment to safeguarding all students. All schools in the Mercia Learning Trust are committed to safeguarding and promoting the welfare of children and young people Therefore, all employees are expected to share this commitment • To be aware of the school's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times • To be aware of and comply with the codes of conduct, regulations and policies of the School and its commitment to equal opportunities
The specific responsibilities of the post will be further determined according to the expertise and experience of the successful candidate.	
The school will endeavour to make any necessary reasonable adjustments to the job and working environment to enable access to employment opportunities for disabled job applications or continued employment for an employee who develops a disabling condition. This job description is current at the date as shown, but in conjunction with the post holder, may be changed by the Headteacher to reflect or anticipate changes in the role which are commensurate with the grade and job title. Oct 2021	

Person Specification

Post title:	Teaching Assistant Level 2	
	Essential	**Desirable**
Qualifications and Training	GCSE Grade C in English and Maths	Level 2 Teaching Assistant Qualification or Equivalent
Skills and Knowledge	Has an awareness of pupils with special educational needs Basic understanding of child development and learning Ability to self-evaluate learning needs and actively seek learning opportunities Interview Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities Can maintain trust and confidentiality where appropriate	Knowledge and understanding of the National Curriculum as appropriate to the age of the child being supported 2 years' experience of working 1:1 with children who have specific additional needs Experience in Early Years Setting
Experience	Experience of working with young people and children, including those with Special Educational Needs	
Personal Qualities	Flexible Honest and reliable Calm under pressure Patient Empathetic with young people Team player High personal and professional standards	

Safeguarding

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance and we ensure that all appropriate measures are applied in relation to everyone who works for the Trust.

Safer recruitment practice includes scrutinising applicants, verifying identity, verifying qualifications, obtaining professional references, checking previous employment and ensuring that the successful candidate has the health and physical capacity for the job. It also includes undertaking interviews and checking criminal convictions.

If you are shortlisted, your suitability to work with children will be explored and this will include disclosing convictions. The information you disclose may be discussed with you during the interview.

The successful candidate will be required to complete an enhanced DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

The Application Process

We hope that our recruitment pack and website provides you with plenty of information about us. However, should you require any additional information, or would like an informal discussion about the post, please contact the school on 0114 255 0926

To apply, please email your completed application to recruitment@merciatrust.co.uk or send it in the post to:

HR Team
Mercia Learning Trust
79 Glen Road
Sheffield
S7 1RB

Closing Date: Sunday 31 Octber 2021

Interviews: Week Commencing 8 November 2021

All applications that have been submitted electronically will receive an email confirming receipt.

Please note that we do not accept CV's or Council Application Forms - applicants must submit a Trust Application Form.

Please also note that in all cases written references will be taken up BEFORE the final selection stage.

An email and/or letter will be sent to shortlisted candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume that on this occasion, your application has been unsuccessful.

Mercia Learning Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will therefore be required to complete a DBS check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

We are an Equal Opportunities employer.

Some of our vacancies are designated customer facing roles under the fluency duty and require a specified level of spoken English. Where this is the case, it will be clearly stated in the advert and person specification.

If you have any further queries on any aspect of the application process, please contact
The HR team, by emailing recruitment@merciatrust.co.uk