**Boundary Primary School**



**Application Pack**

# Welcome from the Headteacher

Dear Candidate,

Thank you for taking an interest in the post of Teaching Assistant Level 3 at our School.

At Boundary Primary School we work hard to provide the best education we can for our pupils and we are

continuously driving for improvement – living up to our motto ‘we work as one to be the best that we can be!’

We take the ‘whole child’ into account. We want our pupils to leave school with excellent subject knowledge

and skills, but also to leave as caring, respectful, tolerant and enthusiastic learners, who are well-equipped to

become good citizens.

If you believe in our philosophy and have a strong commitment to the professional development of yourself and others, we look forward to receiving your application.

Miss S. Ashton

Headteacher



# About Boundary Primary School

Boundary Primary School is a two-form entry primary school with a Nursery. We are situated in Grange Park, Blackpool. Boundary Primary School was opened in September 2004, following the closure of the old school ‘Grange Park Infant and Junior School’. We have approximately 400+ pupils on roll.

The school is an integral part of the Grange Park community and has earned a reputation for providing an excellent and rounded education for children in the area.

At Boundary School, our mission is to ensure all children are provided with the opportunities to succeed to the

best of their ability – to become happy, confident, caring, trustworthy and community-minded people with

their own positive vision for the future.

We care about your child/children beyond their academic abilities within the classroom and value each

child as an individual whilst appreciating the ups and downs of life they each face. The emotional health and

well-being of your child is of utmost importance to us, as we want all children that come to our school to be

happy and content and to achieve their full potential in life.

We believe in the importance of lifelong learning and the contribution made by each individual to our

community of learners. This includes all children, parents, staff, Governors and the wider community.

Our curriculum is centred around the aims and values of our school and has been designed to respond to the

particular needs of our community - taking into account the knowledge and skills to be taught, as well as

the levels of ability of the children, our teachers create exciting, engaging and motivating learning journeys.

Our curriculum goals are:

* To give pupils appropriate experiences to develop as confident, resilient, responsible citizens
* To provide a rich ‘cultural capital’
* To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a
* greater depth of understanding for those who are capable.

By ensuring that our curriculum and all subsequent learning is based on evidence from cognitive science, we

know that:

* Learning is most effective with spaced repetition.
* Retrieval of previously learned content is frequent and regular, which increases both storage and
* Retrieval strength.

This approach ensures the lessons planned and delivered by our teaching staff are tailored to the needs and

development of all children at Boundary.

There are four main curriculum drivers that shape our curriculum, bring about the aims and values of our school,

and to respond to the particular needs of our community:

**Spiritual, Moral, Social and Cultural** – providing a broad balanced curriculum

**Possibilities** – which helps pupils to build aspirations and know available possibilities for their future lives

**Character** – which helps our pupils develop the characteristics needed to become successful citizens. Active,

responsible members of our school, the locality, our country and the world.

**Communication** – helping our pupils become excellent communicators.

**About the Job**

**Job title:** Teaching Assistant Level 3 to work in EYFS

**Salary:** Grade D, scale point 7-11, pro rata **Contract type:** One permanent position and one temporary (until July 2024)

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **JOB TITLE:**  | Teaching Assistant (Level 3) |
| **DIRECTORATE:**  | Education | **SCHOOL:**  | Boundary Primary School |
| **GRADE:**  | D (7-11) |  |  |

|  |
| --- |
| **JOB PURPOSE:**To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities. |

|  |
| --- |
| **KEY TASKS – Support for Pupils** |
| 1. | Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations. |
| 2. | Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher. |
| 3. | Supervise, assist and support pupils, including those with special needs, to access learning activities, through your knowledge of the curriculum and knowledge of how pupils learn. |
| 4. | The role may include supporting and implementing pupils’ personal programme, including social, health, physical, hygiene*,* and welfare matters. Pupils may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required. |
| 5. | Support the effective use of ICT in learning activities and develop pupils’ competence and independence in its use. |
| 6. | Contribute to the development and implementation of Individual Education Plans and Behaviour Plans. |
| 7. | Promote self esteem and independence, and employ strategies to recognise and reward achievement of self-reliance. |
| 8. | Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy. |
| **KEY TASKS – Support for teachers** |
| 9. | Promote positive values, attitudes and good pupil behaviour. Deal promptly with conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies. |
| 10. | Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher. |
| 11. | Work with the teacher to plan and implement lessons/activities, evaluating and adjusting lesson work / plans according to pupils’ learning styles and individual needs and to meet pre-determined learning objectives. |
| 12. | Contribute to the setting up and on-going delivery of local and national learning strategies, e.g. early years effectively utilising all alternative opportunities to support extended development of pupils’ skills. |
| 13. | Monitor and evaluate pupils’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.  |
| 14. | Undertake routine marking of pupils’ work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required. |
| 15. | Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary. |
| 16. | Collate pupil reports in liaison with the teacher, inputting data as required. |
| 17. | Create and maintain an appropriate learning environment in liaison with the teacher. |
| 18. | Assist with the display of pupils’ work. |
| 19. | Determine the need for, prepare and maintain general and specialist equipment and resources.  |
| 20. | Provide clerical support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities. |
| **KEY TASKS – Support for the School** |
| 21. | Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support the achievement and progress of pupils. |
| 22. | Assist with activities outside the classroom, working as part of a team to supervise pupils. |
| 23. | Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher. |
| 24. | Act as cover, supervising whole classes occasionally, during short-term unforeseen absence of teachers. Maintain good order and keep pupils on task. Respond to pupils’ questions and generally assist pupils to undertake set activities. |

|  |
| --- |
| **STANDARD DUTIES** |
| 1. | To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. |
| 2. | To uphold and promote the values and the ethos of the school. |
| 3. | To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. |
| 4. | To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. |
| 5. | To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team/school. |
| 6. | To attend and participate in relevant meetings as appropriate. |
| 7. | To undertake any other additional duties commensurate with the grade of the post.  |

**PERSON SPECIFICATION**

**Job Title:** Teaching Assistant – Level 3

***Abbreviations: AF = Application Form; I = Interview.***

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Selection criteria** **(Essential)** | **Selection criteria** **(Desirable)** | **How Assessed** |
| **Education & Qualifications** | Level 3 NVQ or relevant Level 3 diploma in specialist support for teaching and learning on the Qualification and Credit FrameworkLiteracy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit FrameworkTraining in relevant learning strategies e.g. literacy/ EYFS or training in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc  | Paediatric First Aid certificate | AF / I(bring certificate to interview)AF / IAF / IAF / I |
| **Experience** | Experience of working with children in an educational setting who may have different individual needs and learning stylesExperience of preparing/contributing to resources to support learning programmes Experience of effectively using ICT and other technology such as digital recorders and photocopiers, and resolving straightforward problems in their operation |  | AF / IAF / IAF / I |
| **Skills & Abilities** | Interpersonal skills to build and maintain effective relationships with all pupils and colleaguesCommunication skills to liaise sensitively with parents and carersCreative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives To promote a positive ethos and good role modelTeam-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within theseTo continually improve own practice/knowledge through self evaluation and learning from others |  | AF / IAF / IAF / IAF / IAF / IAF / I |
| **Knowledge** | Knowledge of relevant policies/codes of practice/ and awareness of relevant legislation *(EYFS)* and the responsibilities of the role within these for promoting pupils’ welfareKnowledge of national/foundation stage curriculum and other relevant learning programmes/strategiesUnderstanding of the principles of child development and learning processesUnderstanding of equal opportunities and inclusion and how it applies in a school setting |  | AF / IAF / IAF / IAF / I |
| **Work Circumstances** | To work flexibly as the workload demandsOccasional out of hours working to support school functions |  | II |

# Pay and Conditions

* + Appointment will be made subject to satisfactory references and DBS and Medical clearance procedures
	+ The successful candidate will be eligible to apply to join the Teachers’ Pension Scheme
	+ The school operates a no-smoking on site policy
	+ New entrants to the school are subject to a six-month probationary period
	+ It is a condition of employment that any ‘leave’ required must be taken during school holidays.

**Boundary Primary School welcomes applications from all sections of the community. It is intended that no person shall receive less favourable treatment on the basis of sex, marital status, colour, race or disability or any other condition or requirement that cannot be shown to be justifiable.**

**The school also condemns inappropriate conduct which detracts from the working environment and is committed to the promotion of a climate in which harassment in wholly unacceptable.**

# How to Apply

Application forms are available from school, please email admin@boundary.blackpool.sch.uk or visit Blackpool Greater Jobs Online. Visits to the school are encouraged and warmly welcomed. Please contact the school on 01253 287250 for an informal discussion and to arrange a visit.

Please return your letter of interest together with your completed application form to:

Mrs V. Jones-Boast, School Business Manager, Boundary Primary School, Dinmore Avenue,

Blackpool, FY3 7RW or by email to admin@boundary.blackpool.sch.uk marked for the attention of

Mrs V. Jones-Boast.

Required from: ASAP

Closing date: Wednesday 14th June 2023 at 9:00am

Interview date: Monday 19th June 2023

We will not acknowledge receipt of your application. If you have not been contacted within two weeks of the closing date you can assume that, on this occasion, your application has been unsuccessful.

Thank you for the interest you have shown in this vacancy.

**Boundary Primary School**

**Job Applicant Privacy Notice**

**(How we use job applicant information)**

As part of any recruitment process, the school collects and processes personal data relating to job applicants. The school is committed to being transparent about how it collects and uses that data and to meeting its data protection obligations.

**What information does the school collect?**

The school collects a range of information about you. This includes:

* + your name, address and contact details, including email address and telephone number;
	+ details of your qualifications, skills, experience and employment history;
	+ information about your current level of remuneration, including benefit entitlements;
	+ whether or not you have a disability for which the School needs to make reasonable adjustments during the recruitment process; and
	+ information about your entitlement to work in the UK.

The School may collect this information in a variety of ways. For example, data might be contained in application forms, obtained from your passport or other identity documents, or collected through interviews or other forms of assessment.

The School may also collect personal data about you from third parties, such as references supplied by former employers, information from employment background check providers and information from criminal records checks. The School will inform you that it is doing so.

Data will be stored for the duration of the recruitment process in a range of different places, including on your application record, in HR management systems and on other IT systems (including email).

**Why does the School process personal data?**

The School needs to process data to take steps at your request prior to entering into a contract with you. It may also need to process your data to enter into a contract with you.

In some cases, the School needs to process data to ensure that it is complying with its legal obligations.

For example, it is required to check a successful applicant's eligibility to work in the UK before employment starts .

The School has a legitimate interest in processing personal data during the recruitment process and for keeping records of the process. Processing data from job applicants allows the School to manage the recruitment process, assess and confirm a candidate's suitability for employment and decide to whom to offer a job. The School may also need to process data from job applicants to respond to and defend against legal claims.

The School may process special categories of data, such as information about ethnic origin, sexual orientation or religion or belief, to monitor recruitment statistics. It may also collect information about whether or not applicants are disabled to make reasonable adjustments for candidates who have a disability. The School processes such information to carry out its obligations and exercise specific rights in relation to employment.

As you will be working with children, the school is obliged to seek information about criminal convictions and offences. Where the school seeks this information, it does so because it is necessary for it to carry out its obligations and exercise specific rights in relation to employment.

The School will not use your data for any purpose other than the recruitment exercise for which you have applied.

**Who has access to data?**

Your information may be shared internally for the purposes of the recruitment exercise. This includes members of the HR and recruitment team, interviewers involved in the recruitment process, managers in the area with a vacancy.

The school will not share your data with third parties, unless your application for employment is successful and it makes you an offer of employment. The School will then share your data obtain necessary background checks and the Disclosure and Barring Service to obtain necessary criminal records checks.

The School will not transfer your data outside the European Economic Area.

**How does the school protect data?**

The school takes the security of your data seriously. It has internal policies and controls in place to ensure that your data is not lost, accidentally destroyed, misused or disclosed, and is not accessed except by our employees in the proper performance of their duties.

**For how long does the school keep data?**

If your application for employment is unsuccessful, the School will hold your data on file for 6 months after the end of the relevant recruitment process. At the end of that period, your data is deleted or destroyed.

If your application for employment is successful, personal data gathered during the recruitment process will be transferred to your personnel file and retained during your employment in accordance with the school Record Management policy. The periods for which your data will be held will be provided to you in a new privacy notice.

**Your rights**

As a data subject, you have a number of rights. You can:

* + access and obtain a copy of your data on request;
	+ require the school to change incorrect or incomplete data;
	+ require the school to delete or stop processing your data, for example where the data is no longer necessary for the purposes of processing; and
	+ object to the processing of your data where the school is relying on its legitimate interests as the legal ground for processing.

If you would like to exercise any of these rights, please contact Boundary Primary School on 01253 287250.

If you believe that the school has not complied with your data protection rights, you can complain to the Information Commissioner.

**What if you do not provide personal data?**

You are under no statutory or contractual obligation to provide data to the School during the recruitment process. However, if you do not provide the information, the school may not be able to process your application properly or at all.