



HIGHER LEVEL TEACHING ASSISTANT CANDIDATE INFORMATION PACK

Inspiring minds through opportunity

www.cyriljackson.towerhamlets.sch.uk





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A very warm welcome to Cyril Jackson School...

Thank you for your interest in Cyril Jackson Primary School. We are proud to be a part of the University Schools Trust, a cross-borough multi-academy trust which includes St Paul's Way Trust School and St. Paul's Way Trust Foundation School in the London Borough of Tower Hamlets and Royal Greenwich Trust School in the Royal Borough of Greenwich.

As part of the University Schools Trust, we have strong partnerships with 6 world-leading universities and other key organisations. Together we are working collaboratively to deliver the best outcomes and life chances for our students.

Most importantly, however, we have the most wonderful children! They are keen to learn, are well behaved and really enjoy coming to school. Our parents and carers value education and support the school brilliantly. We are a happy, successful and forward-thinking school community set in the heart of Limehouse. Using the local area and amazing locations in central London is important to us in bringing the curriculum to life and making learning meaningful to children.

Our staff are our greatest asset and we are working with the UST to develop an exciting people strategy, focused on purposeful practice, bespoke professional development and meaningful staff wellbeing. The UST provides staff in all its schools with a wide range of accredited courses, training opportunities and networking events to support collaborative practice. Clear systems and structures ensure that there is transparency and good communication throughout the school. Our school vision is "Inspiring Minds Through Opportunity" and it is expected that all of us demonstrate this, whatever our role in school.

Our website will give you a broader picture of our school including key information and a sense of what our community stands for:

www.cyriljackson.towerhamlets.sch.uk

We warmly invite you to visit the school to see for yourself what a special place it is.

Hodo Dirir
Headteacher



University Schools Trust

UST GUARANTEE:

Achieving Excellence through Transformational Education that Empowers Communities.

Achieving Excellence:

The Trust inspires each member of our learning community to be ambitious, to realise their potential and to succeed academically and vocationally.

Transformational Education:

The Trust ensures that the dynamic curricula and pastoral offers of our schools are enriched by the civic leadership and research from our university, public and private Trust partners.

Empowering Communities:

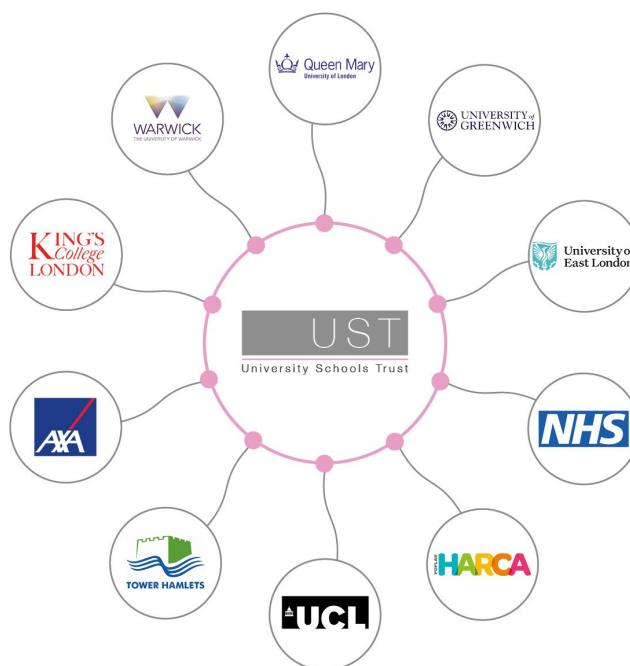
The Trust strives to equip all pupils and staff with the skills to transform their lives, empower communities, and excel in our global society.

VISION

Guided by and working with our Trust Partners:

The Trust is a family of inclusive schools where collaborative partnerships deliver a **transformational education** which **empowers our pupils and the communities they come from** to realise their full potential.

A culture of high expectations nurtures a drive to **achieve excellence** and to take ownership of future academic and vocational learning paths in order to equip our pupils as global citizens and inspire their communities.



The University Schools Trust (UST) and our schools provide excellent education, derived from exceptional teaching and learning, for thousands of pupils each year.

UST is a unique partnership of six world-leading universities and other key organisations who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach - educating from nursery to university and beyond - to all aspects of our work. Our teaching practice is effective, our students are academically challenged and we use our resources efficiently. The inspirational staff at UST are our greatest resource, and they are encouraged to innovate, share and continually raise our standards.

The UST School of Education, our innovative centre of excellence for school improvement, supports all our teaching and learning.

Our university links enable us to co-commission and participate in research to stretch our knowledge of what works and why, and our culture of open collaborative partnership encourages staff to share and learn with other education professionals.

By developing a culture of growth and excellence, the School of Education adds value to our greatest resource – our staff.

For more information about our School of Education please see:

www.ust.london/444/school-of-education



About our school



Cyril Jackson Primary School is a large and ambitious primary school. We have 480 designated pupil places, catering for children from Nursery to Year 6, with twenty of these places being given over to a borough-wide Language Resource Provision (LRP) for children with language disorders and associated learning difficulties. We are routinely oversubscribed.

The school is situated in London's Docklands in an area of considerable socio-economic deprivation (School Deprivation Index = 0.39), juxtaposed against the comparatively new wealth of Canary Wharf. A large number of our pupils are entitled to Free School Meals (34% Nov 2020), and other contextual indicators associated with educational underachievement suggest that many of our children are subject to serious socio-economic disadvantages. The school has a high mobility rate (16.4% 2018 - 2019): this is principally a result of a local housing crisis which causes families to be moved from local accommodation to temporary homes in other areas, often out-of-borough. A number of our children are temporarily accommodated in the nearby Hestia Women's Refuge. We do everything we can to overcome these barriers, narrowing the opportunity gap and equipping our pupils with the skills they need to succeed.

A large number of pupils have English as an additional language (68%, Nov 2020). Although many of our children start school with skills which are well below the expected levels, the majority meet national expectations in English and Mathematics by the end of KS2. They therefore make outstanding progress across their time at Cyril Jackson. We are proud of this achievement, particularly in view of the contextual indicators described above. However, we are always striving for more, and we have ambitious plans to take our children's attainment to even greater heights.



The school has high levels of SEND (Special Educational Needs and Disabilities) and additional needs. Including the twenty children in the LRP, the school has thirty-two (Sept 2021) full-time pupils with Education, Health and Care Plans (EHCP). We have a reputation for exceptional SEND provision which has attracted the families of children with profound communication needs, autistic spectrum condition and significant cognitive delay, and we know that other services often recommend us to these families. A team of Speech and Language therapists and around thirty external agencies work with our pupils on a regular basis. The Language and Communication Group (Foundation Stage / Key Stage 1) and the Additional Resource Provision (ARP) group (Key Stage 2) were formed to complement our mainstream provision, and to meet the needs of some of our most vulnerable children.

The school is on a split site (the two school sites are a short walk apart). There are two detached teaching blocks on the south site of the school, including a Nursery, and the main building which houses the Reception classes and the Years 5 and 6 classrooms. There are also two detached teaching blocks in the north building of the school, including Elm class (SEND provision) and the main building which houses the Year 1, 2, 3 and 4 and four classes.

The school has gained the following kite mark accreditations: Read Write Inc model school; Schools Financial Value Statement; Healthy Schools Status (silver award); Living the Olympic and Paralympic values; Sustainable Travel and Philosophy 4 Children.

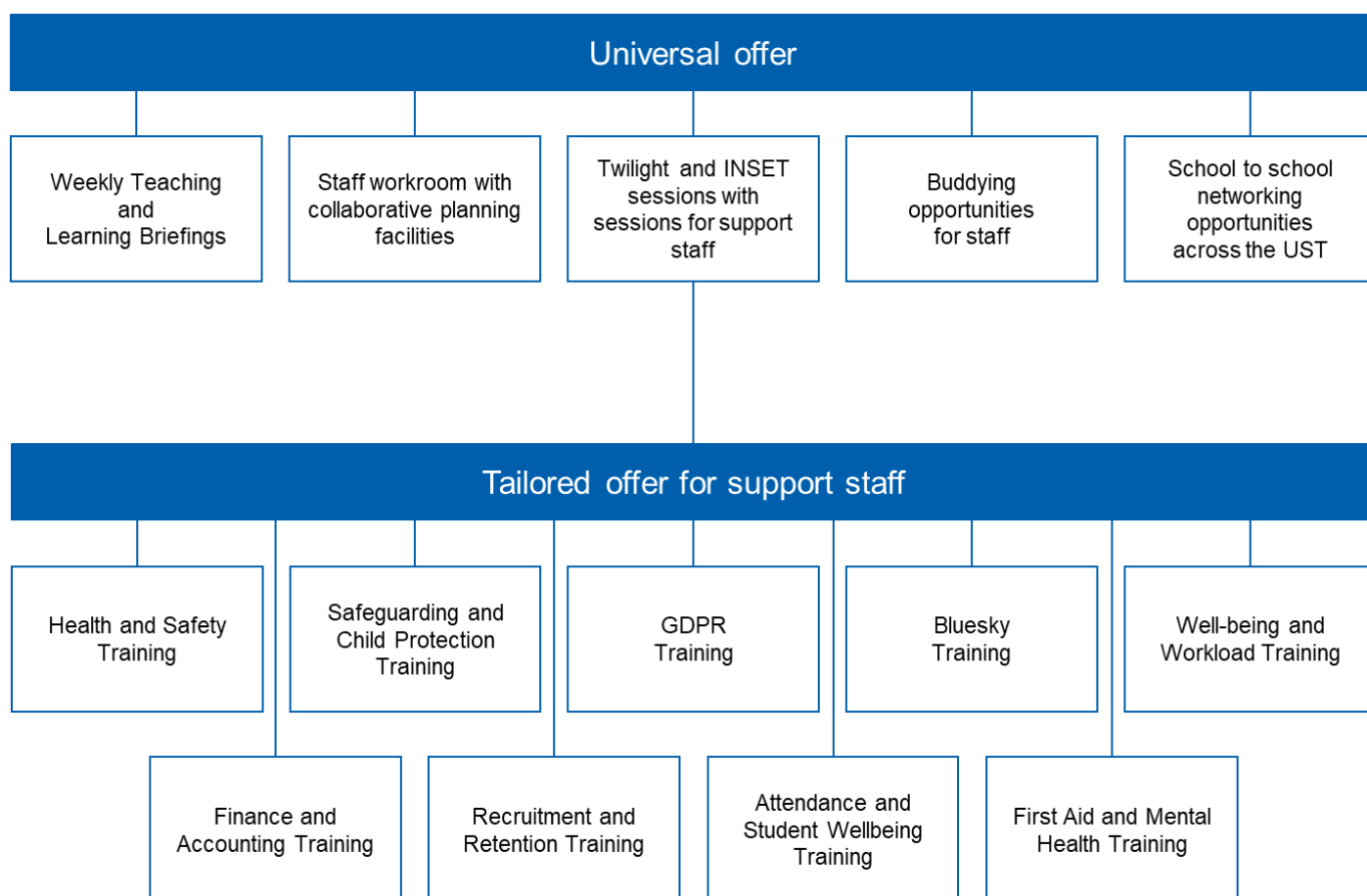


Continual professional learning

At Cyril Jackson we are committed to ensuring that all staff across the school are given opportunities to develop their practice in order to excel as professionals. Through a programme of internal and external training through a wide network of training providers across London, our staff have access to the highest quality of training available.

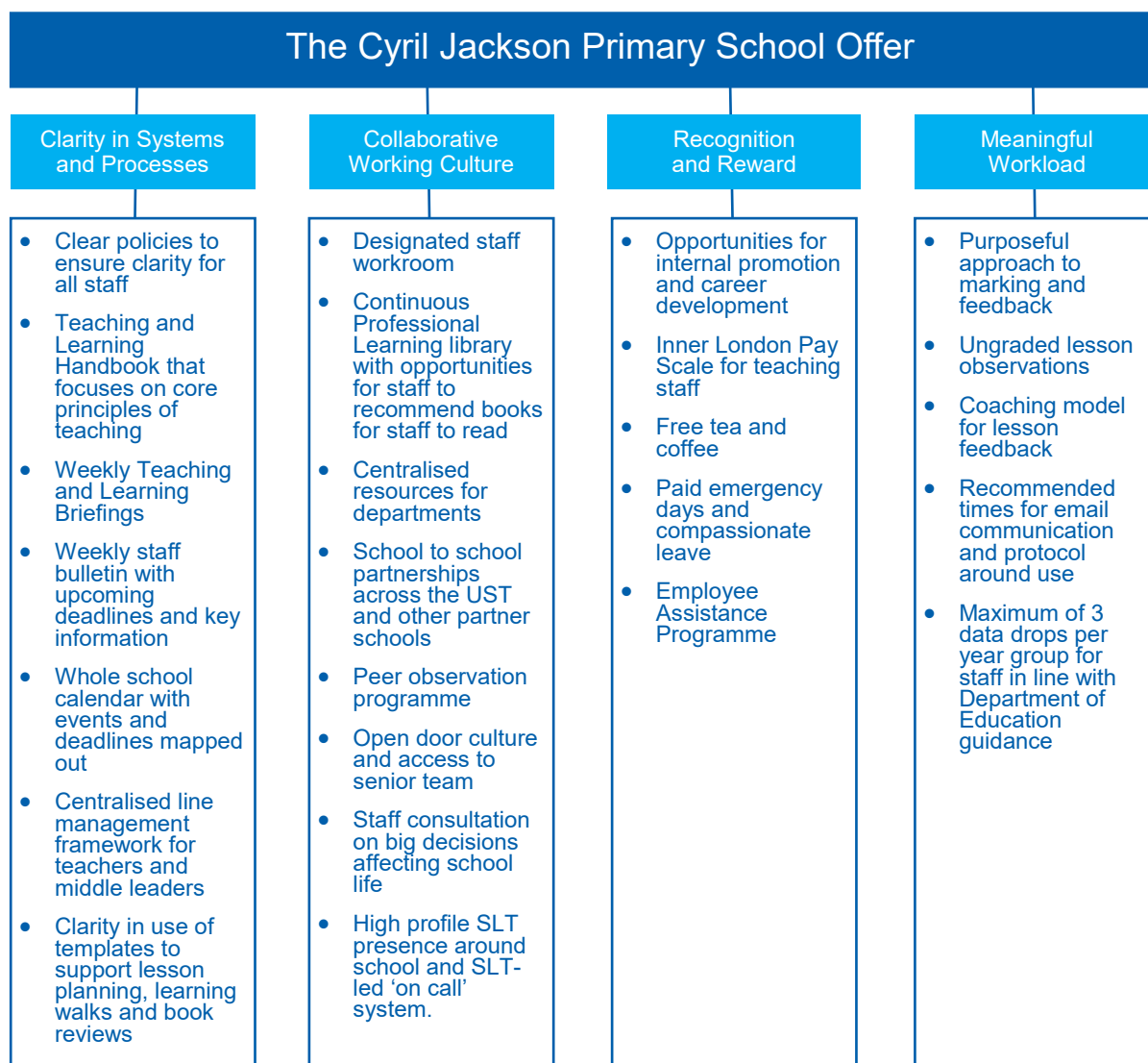
All teachers at Cyril Jackson have access to regular opportunities for training and development, both as individuals and as part of their wider faculty teams. This includes:

- Weekly teaching and learning briefings where colleagues share best practice
- Masterclasses for specific areas of pedagogical development
- Opportunities that allow teachers to conduct peer to peer observations
- Coaching from a team of external coaches





Staff benefits and wellbeing



Cyril Jackson is committed to ensuring that staff are supported and that their wellbeing is considered at school. To that end, strategies to support staff are grouped into four broad areas:

- **Clarity in Systems and Processes** - staff are given clear direction and that time can be managed effectively.
- **Collaborative Working Culture** - staff are able to access peer to peer support and work together to minimise personal workload.
- **Recognition and Reward** - staff feel valued for their contributions to the school and that staff are encouraged to go the extra mile.
- **Meaningful Workload** - decisions are mindful of staff workload and efficient working practice.



Job Description

Job title:	Higher Level Teaching Assistant	Grade:	Scale 5
Responsible to:	AHT Provision	Super supervised:	Small group of Teaching Assistants
Full/ Part time:	Full Time	Responsible for:	Teaching Assistants Appraisal

Job description:

INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust, we are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

OUR TRUST VISION

Guided by and working with our Trust Partners:

The Trust is a family of inclusive schools where collaborative partnerships deliver a transformational education which empowers our pupils and the communities they come from to realise their full potential.

A culture of high expectations nurtures a drive to achieve excellence and to take ownership of future academic and vocational learning paths in order to equip our pupils as global citizens and inspire their communities.

OUR SCHOOL VISION

Inspiring minds through opportunity

JOB PURPOSE

- To provide higher level support for pupils, the teacher and the school in order to raise standards of achievements for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.
- Under the direction and supervision of the class teacher, to work with whole classes, smaller groups and individuals, carrying out 'specified work' as outlined in regulations and guidance under Section 133 of the Education Act 2003.
- To provide effective support to less experienced colleagues.

MAJOR DUTIES AND RESPONSIBILITIES

- To work with individual pupils and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
- To help pupils to access the full curriculum, at the same time promoting independent learning.
- To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help maintain individual and group records.
- To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
- To help prepare and maintain a purposeful, orderly and supportive environment for learning.
- To provide care with regard to the physical welfare of pupils.
- To draw on specialist skills and knowledge to respond effectively to pupils with additional educational needs.
- To contribute to the induction programme for newly appointed teaching assistants and provide mentoring support to trainees on work placements.

JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS

- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/SENDCO.
- To support the organization of the learning environment, including the production, maintenance and storage of resources.
- To meet regularly with the class teacher /SENDCO during contracted hours to discuss pupils progress and to plan and review support.
- To attend formal meetings during contracted hours to discuss pupils' progress with parents and other professionals as part of the relevant staff group.
- To support the school's aims and ethos.
- To familiarise with, actively support and comply with all the school's policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour.
- To undertake supervision of playground activities and after-school clubs as directed by the Headteacher.
- To undertake care tasks related to pupils' physical welfare in accordance with LA guidance and procedures.
- To accompany pupils and teachers on educational visits and trips during contracted hours.
- To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
- To attend professional development meetings and any other designated training which supports the schools' vision and aims.



JOB ACTIVITIES RELEVANT TO TEACHING ASSISTANTS AT ADVANCED LEVEL

- To build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and be concerned for their development as learners.
- To demonstrate and promote the positive values, attitudes and behaviours expected from pupils at all times.
- To work collaboratively with colleagues, and carry out your roles effectively, knowing when to seek help and advice.
- To liaise sensitively and effectively with parents and carers recognising their roles in pupils' learning.
- To improve your own practice, including through observation, evaluation and discussion with colleagues.
- Contribute effectively to teachers' planning and preparation of lessons.
- Work within a framework set by the teacher; plan your role in lessons including how you will provide feedback to pupils and colleagues on pupils' learning and behaviour.
- Contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.
- Contribute to the planning of opportunities for pupils to learn in out-of school contexts, in accordance with school policies and procedures.
- Support teachers in evaluating pupils' progress through a range of assessment activities.
- Monitor pupils' responses to learning tasks and modify your approach accordingly.
- Monitor pupils' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.
- Maintain and analyse records of pupils' progress.
- Use clearly structures teaching and learning activities that ensure you maintain interest and motivate pupils, and advance their learning.
- Communicate effectively and sensitively with pupils to support their learning.
- Promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
- Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes during the short term absence of the teachers.
- Where relevant, to guide the work of other adults supporting the teaching and learning in the classroom.
- Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotypes views, and by challenging bullying or harassment, following relevant policies and procedures.
- Organise and manage safely the learning activities, the physical teaching space and resources for which they are given responsibility.
- To produce and maintain classroom resources, displays and classroom layout in consultation with the teacher.
- To supervise pupils during breaks, if required.
- Other appropriate duties relevant to the purpose of the post and within the grading and competency of the post holder, as reasonably required by the Headteacher.
- To disseminate information to teaching assistants and ensure that they are deployed effectively.
- To supervise and provide performance management reviews for a team of teaching assistants.

OTHER DUTIES AND RESPONSIBILITIES

- To ensure all duties and responsibilities are discharged in accordance with the school's health and safety at work policy
- To undertake other reasonable duties commensurate with the grade of the post

PROFESSIONAL CHARACTERISTICS

- demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils and staff,
- analytical thinking

PERFORMANCE MANAGEMENT

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the schools performance management cycle.

CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

EQUALITY OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.



COMMON ROLES OF ALL TRUST MEMBERS

Leadership: Vision and Values

- Lead by example, providing inspiration and motivation, and embody for the students, staff, trustees, governors, parents and wider community the vision, purpose and leadership of the Trust.
- To ensure equal opportunities for all.
- To be committed to safeguarding and to promoting the welfare of all young people.
- To assist in the development of a culture and environment in which young people thrive and to drive innovation.
- Lead and contribute to an ethos in the Trust where well-being and respect are at the heart of the Trust and each student is valued and nurtured to develop personally and educationally.

Leading and Managing Others and Self

- Take responsibility for the day-to-day management of designated staff.
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Actively engage in the performance review process.
- Work within the Trust's health and safety policy to ensure a safe working environment for staff, students and visitors.
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, colleagues and visitors.
- Adhere to Trust policies and procedures.

Additional requirements

- The post holder must demonstrate a flexible approach in the delivery of work. Consequently, the postholder may be required to perform work not specifically identified in the job profile but which is in line with the general level of scope, grade and responsibilities of the post.
- Carry out the work of the job in a way that is consistent with the culture, ethos, equalities and inclusion policies of the school and the University Schools Trust.
- The Trust is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment, recording and reporting all concerns to the appropriate person and disclosures to the relevant professional.
- Undertake all duties with due regard to the provisions of health and safety regulations and legislation, Data Protection/GDPR, the Trust's Equal Opportunities policy and Use of ICT policy.
- Complete any training required to improve performance and take part in the school performance management systems (where relevant)
- Undertake such other duties as are commensurate with the post and which may reasonably be required by the Trust.

JOB DESCRIPTION AGREEMENT

The post holder will be line managed and appraisal managed by: AHT Provision

The above job description was agreed on (date). It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments. It will be reviewed as part of the annual appraisal process.

.....

Signed by (Post holder)

.....

Signed by (Headteacher)



Person Specification

Education and qualifications	Essential	Desirable
<ul style="list-style-type: none">Experience of advancing pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes without the assigned teacher being present for short periods of time.	✓	
<ul style="list-style-type: none">The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.	✓	
<ul style="list-style-type: none">To have a range of strategies to establish a purposeful learning environment and promote good behavior.	✓	
<ul style="list-style-type: none">The ability to adapt to differing environments within the school and to the needs of different children.	✓	
<ul style="list-style-type: none">To know how to use how to use ICT to advance pupils' learning, and be able to use common ICT tools for your own and pupils' benefit.	✓	
<ul style="list-style-type: none">A sympathetic approach to parents and an understanding of the need for confidentiality	✓	
<ul style="list-style-type: none">An understanding of and commitment to inclusive education.	✓	
<ul style="list-style-type: none">The ability to work as part of a team.	✓	
<ul style="list-style-type: none">The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.	✓	
<ul style="list-style-type: none">The ability to accept guidance and direction from teachers.	✓	
<ul style="list-style-type: none">Demonstration of these skills through the achievement of a nationally recognized qualification at NVQ Level 3 (or equivalent).	✓	
<ul style="list-style-type: none">.A willingness to undertake paid training in normal contractual hours to develop job-related skills.	✓	



Key benefits and terms

Pay:

£26,544—£28, 005 per annum depending on experience and qualifications.

Hours:

35 hours per week. There will be occasions, for the proper performance of the post's responsibilities, that a requirement to attend evening meetings will be made and to work additional hours in excess of normal working hours.

Pension scheme:

Local Government Pension Scheme (LGPS).

Notice period:

Three months.

Place of work:

The postholder will be required to work across the two main school sites as detailed in the job description.

Training and development:

Access to personal and professional development opportunities on agreement of Director of Finance and Operations.

Disclosure and Barring Check:

The successful candidate will be required to undergo an enhanced DBS Check.



Staff well-being: our offer to you

Cyril Jackson Primary School recognises that our staff are the most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

We offer an unrivalled package of support, professional development and social opportunities to maximise your well-being and to enable you to fulfil your professional and personal potential - whilst also having a really enjoyable time!

PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT

The Senior Leadership Team and Governing Body will:

- Maintain a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communications.
- Provide a range of strategies for involving staff in school decision making processes.
- Operate sensitive Appraisal linked to clear job specifications.
- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty e.g. Child Protection cases.
- Provide a non-judgmental and confidential support system e.g. mentors.
- Promote information about and access to supportive services.
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations of the risks of harm and act upon such findings.
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers and support staff, the time spent on paperwork and see practical alternative solutions wherever possible through the School Improvement Plan process.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school.
- Maintain contact with staff when they are absent for long periods (by a named person).
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.

PRACTICAL ACTIONS TO SUPPORT NEW STAFF

- New support staff receive a school planner.
- Everyone to have a three-month review interview with the Senior Leadership Team/Extended Leadership Team/coach.

PRACTICAL ACTIONS TO SUPPORT NEW ROLES

- Decide who will be the supporting person for the new role.
- Introduction/visits to school/class or environment of new role.
- Establish a pattern of support (Professional Development Plan).
- End of first week review with supporting person.

AN OUTSTANDING PRIMARY EDUCATION FOR YOUR OWN CHILDREN

- Our admissions policy offers priority to the children of staff who have worked in the school for two years.

FINANCIAL BENEFITS

- Childcare voucher scheme (Tax free deductible amount from monthly salary)
- Financial contributions towards external courses that support individual's professional development and contribute to the priorities of the school (e.g. Masters, Foundation Degree).
- Financial contribution with additional support for staff (eg. Cognitive behaviour therapy, Dyslexia testing).



Staff well-being: our offer to you



WELL-BEING BENEFITS

- All staff are encouraged to leave early one day a week (e.g. Friday by 4.30pm - the Senior Leadership Team will set the example for others to follow).
- One INSET day of the year includes a treat such as lunch or breakfast.
- Staff have an exit interview with a Governor.
- Toiletries are provided for all staff to use.
- Tea and coffee are provided for all buildings, including nursery.
- Annual staff decorating party (Christmas time).
- PDM staff well-being or 'No Meeting Week' termly.
- All teaching and support staff are entitled to a moving day.
- Flu vaccinations are offered to all staff free of charge and organised on the school premises.
- Staff receive personal deliveries to school office (deliveries are accepted on the assumption that the products are appropriate to be delivered and the school is not responsible for the delivery).

CERTAINTY, FAIRNESS & CONSISTENCY

We ensure certainty, fairness and consistency through a comprehensive range of policies and procedures, including:

- Health and Safety Policy
- Code of Conduct Policy
- Equality of Opportunity Policy
- Well-being Policy
- Grievance Procedure
- Whistleblowing Procedure
- Financial Code of Practice Policy
- Pay Policy
- Appraisal Policies for Teaching and Support Staff;
- Information, Records and Data Protection: Policies and Procedures
- Behaviour Policy
- Child Protection Policy
- Keeping Children Safe in Education
- Child Protection Procedures for Staff Working in Childcare Settings
- Safer Recruitment & Selection Policy

All policies and procedures are available to view on the school website, at:

www.cyriljackson.towerhamlets.sch.uk/parents/policies



Application & selection process

All applications will be acknowledged. There is a nominal closing date for this role, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

ACTION	DATE
Advertising date	15th September 2021
Closing date for applications	27th September 2021
Shortlisting and advising candidates of the next steps	28th September 2021
Assessment day and selection interview	1st October 2021

TO APPLY PLEASE SEND:

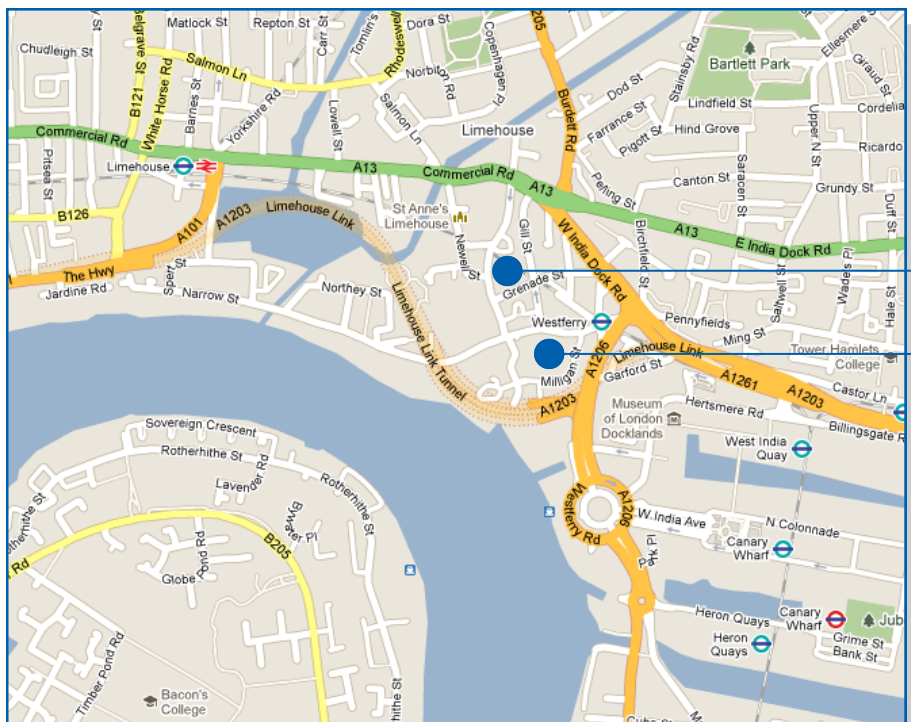
- A completed application form, including names, positions, organisations and telephone contact numbers for at least two referees (preferably your most recent employer(s)). If you do not wish referees to be approached without your permission, please indicate this clearly.
- A short (no more than two pages) personal statement highlighting your motivation for the role. We are keen to discover more about your vision for learning as well as gaining an understanding of the experiences you have gained that have prepared you for a post such as this.
- Please also complete the equality and diversity questionnaire within the application form.

Applications should be submitted to admin@cyriljackson.towerhamlets.sch.uk.

FURTHER INFORMATION

To arrange a visit to the school, please contact Nancy Gray (HR & Office Manager) on 020 7987 3737. If you have any queries on any aspect of the appointment process, need additional information or wish to have an informal discussion, please contact Hodo Dirir (Head of School) on 020 7987 3737.





North Building

South Building

North Building | 51 Three Colt Street | Limehouse | London | E14 8HH

South Building | Limehouse Causeway | Limehouse | London | E14 8AQ

Tel. 020 7987 3737



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Headteacher: Hodo Dirir

Enquiries: admin@cyriljackson.towerhamlets.sch.uk

