**Boundary Primary School**



**Application Pack**

# Welcome from the Headteacher

Dear Candidate,

Thank you for taking an interest in the post of Higher Level Teaching Assistant – Level 4 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**

**POST TITLE: HIGHER LEVEL TEACHING ASSISTANT**

**GRADE: Grade E (Point 12 - 17)**

**JOB DESCRIPTION**

REPORTING TO: HEADTEACHER

PURPOSE OF THE JOB

To complement teachers’ delivery of the national curriculum and contribute to the development of other support staff, students and school policies and strategies.

To work collaboratively with teaching staff and assist teachers in the whole planning cycle and the management/preparation of resources. Also to supervise whole classes occasionally during the short-term absence of teachers.

To provide support for students, the teacher and the school in order to raise standards of achievement for all, by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes, and to encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

**Main Duties**

**Planning**

1. Plan and prepare intervention lessons, with guidance from teachers, participating in all stages of the planning cycle: planning, assessing, evaluating and adjusting lessons/plans.

2. Develop and prepare resources for learning interventions in accordance with lesson plans and in response to pupil need.

3. Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with school policies and procedures.

**Teaching and Learning**

4. Deliver a range of high quality, specialist interventions to individual or groups of children.

5. Provide detailed verbal and written feedback on intervention content, pupil responses to learning activities and pupil behaviour, to teachers and pupils.

6. Motivate and progress pupils’ learning by using clearly structured, interesting teaching and learning activities.

7. Be familiar with lesson plans, ‘Assess, plan, do, review’ targets and learning objectives.

8. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.

9. Promote and support the inclusion of pupils, including those with specific needs.

10. Use behaviour management strategies, in line with the school’s policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.

11. In accordance with arrangements made by the Headteacher, cover whole classes where the assigned teacher is not present.

12. Organise and safely manage the appropriate learning environment and resources.

13. Promote and reinforce pupils’ self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.

14. Assist the class teacher in encouraging acceptance and integration of pupils with special needs, or from different cultures and/or with different first language.

15. Support the role of parents in pupils’ learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

**Monitoring and Assessment**

16. Evaluate pupils’ progress through a range of assessment activities.

17. Assess pupils’ responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

18. Monitor pupil participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

19. Assist in maintaining and analysing records of pupils’ progress.

20. Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific pupils.

21. Prepare reports of pupils’ progress for mid and end of year reports to parents and for parent meetings.

**Mentoring, Supervision and Development**

22. Assist teachers in offering mentoring support and guidance to other teaching assistants undertaking training.

23. Support and guide other less experienced teaching assistants’ work in the classroom when required and lead training for other teaching assistants.

24. Contribute to the overall ethos, work and aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

**Behavioural and Pastoral**

25. Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.

26. Understand and implement school child protection procedures and comply with legal responsibilities.

27. Assist in maintaining good discipline of pupils throughout the school and escort and supervise students on planned visits and journeys.

28. Provide support and assistance for pupils’ pastoral needs.

29. Provide physical support and maintain personal equipment used by the pupils at the school.

30. Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child’s attendance, access and learning, and supporting home to school and community links.

31. Supervise pupils at times other than during lessons according to the school’s duty arrangements.

32. Assist teachers by receiving instructions directly from professional or specialist support staff involved in the pupils’ education. These may include social workers, health visitors, language support staff, speech therapists, educational therapists, educational psychologists and physiotherapists.

**Other**

33. Any other duties required by the class teacher, Deputy Headteacher, or the Headteacher, which is in the scope of the post.

34. At all times carry out duties with due regard to the school’s Health and Safety policy.

35. To work within and encourage the school’s Equal Opportunity policy and contribute to diversity policies.

**PERSON SPECIFICATION**

**Job Title:** Higher Level Teaching Assistant – Level 4

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|  | **Selection criteria**  **(Essential)** | **Selection criteria**  **(Desirable)** | **How Assessed** |
| Education & Qualifications | Awarded Higher Level Teaching Assistant status or equivalent.  Specialist training in a curriculum or learning area e.g. bi-lingual, sign language, ICT, Special Needs, Foreign Language, art, music, behaviour management etc. | Paediatric First Aid certificate | AF / I  AF / I  AF / I |
| **Experience** | Experience of working in an educational setting.  Experience of working with pupils with additional needs.  Experience of working with SENCo.  Experience of effectively using ICT to support learning e.g. online learning platforms.  Experience of developing and implementing ‘Assess, plan, do, review’ targets and Behaviour Plans  Experience of evaluating and preparing feedback on pupils’ academic achievements and progress, effort and social development, to contribute to the overall feedback produced by the class/subject teacher.  Experience of working with pupils with different abilities, and adapting own approach and learning resources in accordance with pupil’s needs and identified learning styles. |  | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| **Skills & Abilities** | Interpersonal skills to build and maintain successful relationships with pupils, treat them consistently with respect and consideration, and to demonstrate an interest in their development as learners.  Communication skills to liaise sensitively with parents and carers, fostering their interests in their child’s development and activities of the school.  Demonstrate and promote the positive values, attitudes and behaviour you expect from pupils with whom you work.  Creative skills to prepare and design learning interventions which relate to the National Curriculum, engage and stimulate pupils and are appropriate to the abilities of the pupils which may vary.  Teamwork skills to work collaboratively with colleagues and to carry out your role effectively knowing when to seek help and advice.  Effective organisational skills to work under pressure to complete tasks to potentially conflicting deadlines. |  | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| **Knowledge** | Full working knowledge of the policies/codes of practice/legislation relevant to the role, including the promotion of pupils’ welfare.  Knowledge of the National Curriculum and other relevant learning programmes.  In-depth understanding of child development, their learning styles and cognitive processes.  Knowledge of the range of appropriate resources available to support learning programmes and engage pupils’ enthusiasm in a variety of educational and social topics.  Knowledge of different learning strategies and intervention programmes.  Understanding of equal opportunities and inclusion, and how they apply in a school setting. |  | AF / I  AF / I  AF / I  AF / I  AF / I  AF / I |
| Work Circumstances | To work flexibly as the workload demands.  Occasional out of hours working to support school functions. |  | I  I |

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

# 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](mailto: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 [vicky.jones-boast@boundary.blackpool.sch.uk](mailto:vicky.jones-boast@boundary.blackpool.sch.uk%20) marked for the attention of Mrs V. Jones-Boast.

Required from: ASAP

Closing date: Monday 12th June 2023 at 12 noon

Interview date: Week beginning 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.