

# Welcome to Woodlands, a wonderful place to be.

## Application pack for the post of Lead Teaching Assistant

Application closing date  
**9am, Monday 30th January 2023**



ALLESTREE  
WOODLANDS  
SCHOOL

Courage | Optimism | Regard | Endeavour



**"Woodlands has a friendly, safe and welcoming feel about it. The school is ambitious and wants the best for its students."**

**"This is an inclusive school."**

Ofsted, March 2022

2nd January 2022

**Appointment of: Lead Teaching Assistant**

Thank you for your interest in the position of Lead Teaching Assistant at Allestree Woodlands School.

The successful candidate will join us at a very exciting time. Now in my fourth year as Headteacher, we have already made great strides to improve and continue to raise standards further to ensure that we provide an excellent curriculum and learning experience for all of our students.

Our school is a very special place to work and be; staff universally refer to the warmth and supportive nature of the school and their colleagues. The importance of this is not to be underestimated. Working in schools presents many challenges and knowing that you are part of a team and that others are with you is vital.

We are an oversubscribed school with a very broad curriculum offer at all key stages and a thriving 6th form. We value sports, creative and performing arts and technologies alongside an academic core; our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour. We are fortunate to have excellent facilities at our disposal and make good use of these for curriculum and enrichment.

If what you see and read appeals to you and you would like to play a part, we would love to hear from you. In return for commitment to us, the successful candidate will join a friendly staff, will receive excellent professional learning and training opportunities and will be able to feel that they do something important that changes lives for the better.

If you think that we sound like a school you want to be part of, please apply using the application form (CVs are not accepted), attaching a letter of up to 1200 words size 12, Arial font, in which you outline:

- a) How your experience to date has prepared you for this role.
- b) What you would bring to the team.

We look forward to receiving your application; by email to [k.challands@woodlands.derby.sch.uk](mailto:k.challands@woodlands.derby.sch.uk) by 9am, Monday 30th January 2023

Yours sincerely  
Gemma Penny  
Headteacher

# Our Vision: Aspire & Achieve

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

## CORE Values:

- Courage** – to be brave in the face of challenge
- Optimism** – to look for solutions and see positives
- Regard** – to care for and be kind to others and yourself
- Endeavour** – to work hard and persevere to achieve one's full potential



## Our School

We are an inclusive secondary school in north Derby for over 1300 students aged 11-18 with

- a broad and balanced curriculum in years 7-11.
- a wide educational offer in years 12-13.
- a great range of extra-curricular opportunities in sports, technology and the creating and performing arts.
- excellent facilities and outdoor space.
- provision for those with additional needs including an enhanced resource facility for the hearing impaired.

## What does this look like?

- People who are inspired, dream big and are self-motivated to strive to achieve their best
- Across all subjects, students including those who are disadvantaged and those with Special Educational Needs & Disabilities progress in line with national averages or better.
- A regularly reviewed, inspiring curriculum that is relevant to our students and society, encouraging them to expand their horizons.
- Wide enriching experiences within and beyond the classroom, leading to personal growth.
- A thriving sixth form integrated into the school community.
- Students well equipped for their next steps after Allestree Woodlands School.
- A professional learning community where staff are supported to develop continuously their expertise and skill.
- A climate that encourages personal wellbeing and good mental & physical health, encouraging positive relationships with support structures including peer mentoring.

- A refusal to accept discrimination; promotion of cultural diversity, British values and the acceptance of difference.
- A school community including (but not limited to) students, staff, parents, carers and alumni that celebrates success for all, where all voices are heard, fostering a sense of pride and belonging.
- Aspiring to lead by example in our care for the environment and move towards being a carbon neutral school.
- Broad engagement, partnership and collaboration within the school and across the community including with other schools, employers, parents and carers.
- The school of choice for the families in our catchment and wider community.

## Enablers

- Safeguarding – we are committed to safeguarding, promoting the welfare of our students and expect all our staff, governors and volunteers to share this commitment.
- Staff – we aim to have the best possible teaching staff, support staff, leaders, governors and volunteers to enable our students to achieve their full potential.
- Relationships – a clear understanding of expectations, consistent implementation supported and maintained by all.
- Wider community – engaged and supportive parents and carers with effective two-way communication.
- Facilities & Financial responsibility – buildings, IT, website and subject specific facilities that enable the curriculum and wider development of our students within a balanced and controlled budget.

Adopted by the Governing Board July 2020.



# Location and Facilities

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, a drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the-art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.





# Enhancing Learning

## The Enhanced Learning Faculty

Our Enhanced Learning Team is currently led by an assistant headteacher for inclusion who is our SENCo and a deputy SENCo. We also have two deputy SENCo's who are ably supported by a team of teaching assistants and communication support workers.

We have an Enhanced Resources Facility for 25 deaf students all of whom access mainstream lessons and a full curriculum.

We also offer an internal alternative provision which has a designated lead and TA support. We have a dedicated administrator to the team who supports with general administration and communication. We are looking for people who are sensitive to the needs of SEND students within a secondary school setting, who are also developing into young adults. The vast majority of the work covered by the team is within the mainstream classrooms providing support for the teachers and students. Staff tend to work across subject areas so that they develop a wide working knowledge of the curriculum.

Occasionally students are withdrawn from lessons into the Learning Support Base, for specific interventions. The progress of students is reviewed on a termly basis. In our recent Ofsted inspection in March 2022, we were proud that inspectors noted, "This is an inclusive school". We work hard to encourage participation by SEND pupils in a range of opportunities and pride ourselves on making our wide curriculum available to all.

We welcome visits from prospective candidates.





# Job Description

**Post Title:** Lead Teaching Assistant L3  
**Post Grade:** NJC Scale 5 Points 12-17  
**Salary:** £24,496-£26,485 (actual £21,010-£22,715)  
**Line Manager:** Assistant Head (SEND and Inclusion)

## Person Specification

Job Title:	LEAD TEACHING ASSISTANT	Essential	Desirable
<b>Education and Qualifications</b>			
English and maths GCSE at level 2 or above (C+/4+) or equivalent		✓	
Additional qualifications (e.g. NVQ, A-Level etc.)			✓
Minimum Level 3 Teaching Assistant Qualification		✓	
Involvement in recent, relevant professional development			✓
<b>Knowledge, Abilities and/or Experience</b>			
Experience of working as a teaching assistant		✓	
Experience of leading intervention			✓
Experience of working with children with Special Educational Needs, in particular autism, reading support, SEMH.			✓
Understanding of barriers to learning that face SEND pupils		✓	
Knowledge of working with children with Special Educational Needs, in particular autism, reading support, SEMH.			✓
Knowledge of a skill or topic that could motivate and inspire students		✓	
Willingness to undertake research and training		✓	
Able to use ICT effectively		✓	
Ability to diffuse conflict and, with support, manage inappropriate patterns of behaviour.		✓	
Well organised, practical and resourceful.		✓	
Willingness to provide in class support across a range of different subject areas, including GCSE level.		✓	
<b>Personal Qualities</b>			
Courage		✓	
Optimism		✓	
Regard for self and others		✓	
Endeavour		✓	
Team player who is not scared to use initiative		✓	
Commitment to school improvement and personal professional development		✓	
Openness to ideas and flexibility to adapt		✓	
Perseverance and a 'can do' problem-solving approach		✓	
Highly motivated with the ability to motivate and enthuse others		✓	
Belief in the power of education to change lives		✓	
Enjoy working with young people		✓	
Excellent communication skills and ability to build working relationships effectively with a range of people both verbally and written		✓	
Well organised, practical and resourceful		✓	
Willingness to engage with appropriate professional learning and training		✓	
Reliable and displays flexibility		✓	
Humour and humility		✓	
Capacity to support and challenge others		✓	

This post is 37 hours per week term time only (39 weeks), across 5 days. Staff are expected to attend INSET days along with their teaching colleagues.

### Role Summary:

- Work with classes and individual students as directed by the Special Educational Needs Coordinator and/or the class teacher.
- Provide support to the Headteacher and teachers across a range of student centred activities to promote student development and learning.
- Take responsibility for specific tasks or students as delegated by the teacher or SENCo e.g. intervention groups for literacy, numeracy etc.
- Support students to become confident, independent learners.
- Use teacher input and questions to support learning in the classroom.
- Appointed within the school as a member of the Enhanced Learning Faculty.
- To work under the leadership of the Special Educational Needs Coordinator and the Deputy SENCos.
- To work within the general directions of the Headteacher.

### Responsibilities

- Work with students with special educational needs and disabilities.
- Work as a member of the Enhanced Learning Faculty.
- Responsible to the SENCo and Deputy SENCo re the work with the students.
- Support students with communication, the curriculum and with language.
- Liaise with all support and mainstream teachers concerning lesson content.
- Clarify and adapt subject material and vocabulary for the student.
- Participate in the development, planning, implementation and evaluation of learning programmes for individuals and groups of students.
- Contribute to the delivery of local and national initiatives, eg, literacy and numeracy strategy.
- Monitor and assess the students' development and needs and be involved in sharing this information.
- Use effective strategies to promote positive behaviour.
- Exercise general care and supervision of students during lessons and where necessary, with students requiring assistance in walking around the school site, including break, lunchtimes and taxi.
- Understand the key factors that affect children and young people's learning and progress.
- Provide a secure, caring and enriching environment for the students.
- Support students, including those with Education, Health and Care plans (EHCP)
- Encourage acceptance and inclusion of all students.
- Have familiarity with all relevant statements of SEND.
- Have familiarity with the special needs of students on the SEND Register.
- Help to promote students' self esteem.
- Contribute to the student's page profiles and annual reviews.
- Be present at the annual reviews and in school reviews when appropriate.
- Support students with a range of special educational needs in school at the discretion of the SENCo.
- Attend Enhanced Learning Team meetings.
- Attend appropriate meetings for staff in accordance with school policy and the annual calendar of directed time.
- Ensure that all documentation is consistent with school policy, implemented appropriately and regularly reviewed and improved.
- Complete cover within the Enhanced Resource Facility as appropriate for absent colleagues.
- Act in accordance with school policies and procedures and relevant legislation particularly, in relation to child protection and behaviour management.
- Participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals and groups of students.
- Participate in the delivery of local and national initiatives, for example, literacy and numeracy strategy.
- Participate in and contribute to staff meetings, faculty meetings and INSET.
- Maintain and develop good working relationships with teachers and other adults involved with each child eg Behavioural Support Staff, Advisors, Educational Psychologist.
- Give general support to school activities.
- Promote the ethos and values of the school particularly the CORE values of courage, optimism, regard and endeavour as attributes we appreciate, demonstrate and develop.
- Other duties at the discretion of the Headteacher.

**Safe Working Practices for Adults working with Children** - It is the responsibility of each employee to carry out their duties in line with Allestree Woodlands School's ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

**Freedom of Information Act and Data Protection Act** - The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

**Equality and Diversity** - The post holder will be required to comply with and maintain awareness of Allestree Woodlands School's policies relating to Equality and Diversity.

**Health and Safety** - The post holder must at all times carry out their responsibilities with due regard to Allestree Woodlands School's policy, organisation and arrangements for Health and Safety at Work.

**Flexibility** - All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

# "Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils"

Ofsted March 2022

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

**Courage | Optimism | Regard | Endeavour**

ALLESTREE WOODLANDS SCHOOL

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