



Level 2 Teaching Assistant – Temporary Maternity Cover

Closing Date: 12noon Wednesday 5th June 2024

Interview Date: WC 10th June 2024

Responsible to:	Year Group Lead
Responsible for:	Implement agreed work programmes with individuals / groups
Salary:	Inspire Support Band D+. Actual salary is on a 3-point scale between £16,590.10 to £17438.67 (FTE salary is between £23,500.00 to £24,702.00)
Working hours:	30 hours per week, term time only (Temporary), Monday to Friday: 08:30 – 15:00

Inspire Learning Trust is a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School, Thomas Rotherham College and Winterhill School.

Based at Sitwell Junior School, the postholder will be responsible to the Year Group Lead for providing support to pupils, the Class Teacher, the curriculum, and school.

To support the delivery of high-quality learning and care for children and young people with special educational needs both in and out of the classroom.

We would be looking to commence cover from Monday 2 September 2024 for a maximum period of 1 year.

We offer a positive working environment, we care about our learners, and we care about our staff, all of whom know and appreciate that. The successful candidate will have the opportunity to be part of this, contributing to this culture and developing it further.

Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



Why work for us?



Employee Assistance Programme

24/7 confidential help covering counselling and practical and emotional help.



Support Staff Holiday Entitlement

Generous annual entitlement for all our professional support staff.



Accredited living wage

We are committed to ensuring staff rates of pay exceed the national minimum wage.



Student Admissions at OHS

Priority placing for children of staff, subject to length of service.



Specsavers Eye care voucher scheme

Obtain a free eye test and discounts on glasses



Flu jabs

Flu jab vouchers available on an annual basis.



Cycle to work Scheme

Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



Free Parking

Free car parking at all sites.



Employee Referral Scheme

You could earn £500 for recommending an appointed friend or family member



Evening Language Classes

Access to modern foreign languages classes at a 25% discounted rate.



Onboarding for new starters

Bespoke onboarding process for all new starters, including an additional day's pay.



Pension contributions

Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



Gym and exercise classes

Gym membership and exercise classes at only £10 per academic year.



Urban Yoga

Access free yoga classes at Oakwood High School.



Sports Facility Hire

Reduced rates on our sports facilities and pitch hire.



Westfield Health Scheme

A salary sacrifice scheme that gives quality health cover.



Inspire Learning Trust

Job Description and Person Specification

Main Purpose of Job

To work under the guidance of Teaching staff or Higher-Level Teaching Assistants to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources.

The role will also include supporting pupils in improving their social skills through good behaviour and play at playtimes and lunchtimes.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



Role Specific Duties and Responsibilities of the Post

(Including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Support for Pupils	A	L	O
Use specialist (Curricular / Learning) skills / training / experience to support pupils.			✓
Assist with the development and implementation of Individual Education Plans.			✓
Establish productive working relationships with pupils, acting as a role model and setting high expectations.			✓
Promote the inclusion and acceptance of all pupils within the classroom.			✓
Support pupils consistently whilst recognising and responding to their individual needs.			✓
Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.			✓
Support pupils in improving their social skills through good behaviour and play at playtimes and lunchtimes.			✓
Promote independence and employ strategies to recognise and reward achievement of self-reliance.			✓
Provide feedback to pupils in relation to progress and achievement.			✓
Support in administering personal care to pupils with disabilities.			✓

2. Support for Teachers	A	L	O
Work with the Teacher to establish an appropriate learning environment.			✓
Work with the Teacher in lesson planning, evaluating, and adjusting lesson / work plans as appropriate.			✓
Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against predetermined learning activities.			✓
Provide objective and accurate feedback and reports, as required, to the Teacher, on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.			✓
Be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems / records as requested.			✓

Undertake keyword marking of pupils' work and accurately record achievement / progress.			✓
Promote positive values, attitudes, and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.			✓
Liaise sensitively and effectively with Parents / Carers as agreed with the Teacher within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.			✓
Administer and assess routine tests and invigilate exams / tests.			✓
Provide general clerical / administrative support, e.g., produce worksheets for agreed activities etc.			✓

3. Support for the Curriculum	A	L	O
Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.			✓
Implement local and national learning strategies, e.g., Literacy, Numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.			✓
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.			✓
Help pupils to access learning activities through specialist support.			✓
Determine the need for, prepare and maintain general and specialist equipment and resources.			✓

4. Support for the School	A	L	O
Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person in accordance with policy.			✓
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.			✓
Contribute to the overall ethos / aims of the school.			✓
Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.			✓
Attend and participate in relevant meetings as required.			✓



Participate in training and other learning activities as required.			✓
Recognise own strengths and areas of expertise and use these to achieve and support others.			✓
Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.			✓
Undertake planned supervision of pupils' out of school hours learning activities.			✓
Supervise pupils on visits, trips and out of school activities as required.			✓
Take joint responsibility for communal areas – displays / cloakroom areas / shared work areas so that the tidiness of these areas meets the expectations set out by the school regarding learning environments.			✓
Undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.			✓

5. Generic Duties and Responsibilities

- 5.1 Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.
- 5.2 All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).
- 5.3 Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.
- 5.4 Participate and contribute to Talent Development and Service Frameworks and other plans.
- 5.5 All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.
- 5.6 Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- 5.7 Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.
- 5.8 Establish constructive relationships and communicate with others (inside and external to the Trust).
- 5.9 Organise and support school/college and Trust events as requested.
- 5.10 Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.
- 5.11 All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.

Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers, and volunteers to share this commitment.

Key to abbreviations: MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training / Experience	Essential	MoA
NVQ Level 2 for Teaching Assistants or equivalent qualifications / experience.	✓	AF / I / R
GCSE Grade C / 4 or above in Maths and English.	Desirable	AF / I / R
Evidence of a commitment to further professional development.	Desirable	AF / I / R
Previous experience working with children in a primary setting.	✓	AF / I / R
An understanding of Safeguarding in a primary school.	✓	AF / I / R
In addition, the TA might have experience of: <ul style="list-style-type: none"> Working in partnership with parents. Working with children with specific SEN such as ADHD or Dyslexia. Working with children with SEMH needs. Working with children with EAL needs. Developing and implementing IEPs and care plans. 	Desirable	AF / I / R

2. Mandatory Requirements	Essential	MoA
2.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF / I / R
2.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF / R
2.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF / R

3. Physical Requirements	Essential	MoA
3.1 Health and physical capacity for the role.	✓	AF / I / R
3.2 A good attendance record in current employment (not including absences resulting from disability).	✓	R



4. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

Seeing the Bigger Picture: Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

Changing and Improving: Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

Making Effective Decisions: Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..

Leadership: Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

Communicating and Influencing: Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

Working Together: Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

Developing Staff and Others: Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

Managing a Quality Service: Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

Delivering at Pace: Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.



Inspire Learning Trust is committed to... Educational Social Responsibility We are committed to a value led educational provision.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure, and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership, and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

Respect, Responsibility, Resourcefulness, Resilience, Reflection, Risk taking and Relationships