

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Level 2 Teaching Assistant (x4)

Application Pack



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A Message from our CEO



David Dennis
Chief Executive Officer

Thank you for your interest in joining Tapton School Academy Trust.

Through clear leadership and governance we plan to support and improve outcomes across all of our schools, transforming all our learners and becoming an outstanding Trust.

Engagement with every family is the touch stone for our work, ensuring a culture of high trust, common values, low threat and a shared moral compass. At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

About Tapton School Academy Trust

Tapton School Academy Trust was formed in 2011 and has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18 and employing over 900 staff.

Children joining the Trust have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitudes and interests and believe that everyone can develop through dedication and hard work, and leave our schools fully prepared for successful lives.

Our Vision

To realise the life chances and dreams of every child.

Our Mission

To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism
- A focus on nurture as well as achievement
- Involvement of the family and wider community in everything we do
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage
- Mutual support and development
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this
- Schools retain their identity and are part of something special
- Differentiated solutions according to support needs
- Mentoring, coaching, directing
- A clear scheme of delegation and decision making to ensure that all our children get the best educational experience.

Hallam

At Hallam, we want children to aim high and dream big. Through high quality teaching and positive relationships, we give our children every opportunity to achieve their full potential, make long lasting memories and prepare them for the next stage of their education.

Diversity: We develop children's understanding of diversity by teaching them to explore all aspects of life in modern Britain. We promote inclusion, tolerance and respect for all faiths, cultures and beliefs and give them opportunities to understand how they fit into their own personal, social and global world.

Resilience: We encourage children to take risks and overcome challenges through perseverance and a determination to succeed. We do this through having high expectations of the children, encouraging independence and offering opportunities for them to fail. We develop children's confidence and social skills and teach good manners and respect for all.

Enquiry: We value an enquiry led approach to our curriculum in which children are encouraged to be curious and investigate all aspects of learning, individually and collaboratively. Adults skilfully challenge children to enable them to achieve their full potential through the delivery of a broad and balanced curriculum, which builds upon children's prior skills and knowledge to prepare them for the next stage of their learning.

Aspiration: We provide opportunities for children to aim high and have the confidence to become the individual that they aspire to be. Children are exposed to different roles, careers and encouraged to achieve their full potential regardless of their starting points.

Memories: We provide quality first teaching where children are given opportunities to transfer their new learning to their long-term memory and develop metacognition skills throughout their time at Hallam. We enrich our curriculum with a range of experiences, trips and visitors to motivate and inspire learning and to create a bank of positive memories which the children can look back on.

Smiles: We believe that the best learning takes place when children are happy and are having fun. We place a strong emphasis on positive mental health and well-being and work hard to ensure school is a positive place to be for children, parents and staff.

Children at Hallam are aspirational and in general enjoy a wide range of experiences out of school. Parents have high expectations of their children and that the school will provide their children with opportunities to achieve academic success. Our curriculum is designed to provide these opportunities whilst ensuring children develop social and emotional awareness to equip them for life.

Hillsborough

Hillsborough School is a grade 2 listed building with two form entry to school and a three and four year old nursery. The Early Years unit is housed in a separate annex and operates as one unit while the rest of school is housed in the main building.

The school serves a wide and varied community with over 30 different languages spoken and no one predominant ethnicity in the school. Children eligible for FSM is above the national average and the school receive around £200,000 in Pupil Premium funding.

The school is Ofsted rated 'Good' with a section 8 inspection taking place in February 2020. The children achieve inline or above national outcomes and progress measures have been strong. There is a well-constructed curriculum in place. The school has a high percentage of mobility and this impacts across school life.

There is a Headteacher, three assistant Headteachers, one of which is shared with another Trust school, and a full-time SENCO. The school has a small inclusion team. It has a governing body that also serves Meynell and Southey Green School.

Meynell

The school serves a mainly white British community on the north side of the city. The level of deprivation is high and the number of children eligible for FSM is well above average. As a result the school receives around £340,000 of Pupil Premium funding. Starting points are low.

The school has a two year old nursery provision for up to 40 children and a three, four year old nursery which can reach 52 places with a total of 104 children on roll. The nursery is placed in a purpose built Children's Centre at the edge of the site and this ensures good working relationships with other early years providers.

The school currently holds an Ofsted rating of 'Requires Improvement' from October 2019. The school is embedding a well-structured curriculum. At the end of Year 6 the children generally perform below national standards.

There is a Headteacher, four assistant Headteachers, one shared with Hillsborough Primary School, and two full-time SENCOs. The school has a large Inclusion team. There is a governing body in place which serves two of the other Trust schools.

Southey Green

Southey Green are committed to giving our children the very best education. We recognise the individuality of every child and young person and aim to ensure that each one achieves their full potential. The curriculum is unique and personalised to Southey as it incorporates a range of key elements aimed to remove specific barriers to children's learning and enrich children's experiences to ensure that they leave our primary school as successful learners.

Our aim is that children leave our school:

- As **responsible** members of society.
- With curious minds and a developing understanding of the world around them.
- Articulating ideas while being **respectful** and considerate of others views.
- With raised aspirations – children are **ready** to take on new challenges.
- Literate and numerate.

The school was inspected in October 2021 and was graded 'Good' in all areas. Ofsted stated that 'Pupils are happy, keen and engaged. Pupils, staff, parents and carers appreciate the family feel of the school.' Pupils said, 'School is just marvellous.' Staff have high expectations and aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations; they are ever mindful of being 'Ready, Respectful and Responsible'. They have positive attitudes to learning and enjoy all that they do.

The school has a 32 place two year old provision and a three/four year old nursery with a 78 place capacity often giving 156 children on roll in the nursery. The Senior leadership team is made up of a Headteacher, six assistant Headteachers, and an inclusion lead. It also has a large Inclusion/SENCO team. This is the third school who have a joint governing body

Wisewood

Wisewood Primary School is a caring, inclusive and welcoming one form entry school providing education for children from 4 to 11.

Our ethos of **Aspire, Believe, Contribute** underpin everything that happens in our school, and we work collaboratively to ensure that all our children are happy, safe and confident to be the best that they can be.

Wisewood children **aspire** to excellence, **believe** in themselves and **contribute** to the community:

Aspire: To know the full range of opportunities available to them and be confident they can achieve them.

Believe: To believe in themselves, celebrate successes and show the resilience they need to overcome adversity.

Contribute: To acknowledge the value and role they play in school and the wider community. Recognising the social and cultural diversity of modern Britain where they respect the thoughts and beliefs of others.

As a small school in a close-knit community we are able to ensure that each pupil is recognised and celebrated for their individual qualities and achievements, and work in partnership with parents and the wider community to build positive relationships that help to develop healthy and happy children.

We look forward to welcoming you to our school community.

Our Strategy

The Trust Board are responsible for the schools within the Trust and determine the mission, vision and MAT improvement strategy. Local context and community links are provided by Local Governing Boards.

Our strategic objectives sit within 4 key aims:

Aims	Objectives
Effective Schools	<ul style="list-style-type: none">• Securing high levels of attendance and low levels of persistent absence• Ensure safeguarding policies and practices operate effectively• Build relationships further between schools and vulnerable families• Further focus on vulnerable learners to reduce suspensions and exclusions• Close the attainment gap between disadvantaged learners and other learners.
Outstanding Outcomes	<ul style="list-style-type: none">• Improving the quality of education in each school• Provide learning in every classroom for every learner that is at least good and addresses each learners need• Continue to develop a Trust in which learners achieve high rates of progress.
Sustainable Trust	<ul style="list-style-type: none">• Actively communicate and engage with all stakeholder groups• Continue to ensure best value and use of all resources• Develop revenue raising opportunities• Future proofing buildings and facilities.
A Great Place to Work	<ul style="list-style-type: none">• Continue to build capacity through cross Trust collaboration and support. With an emphasis on improving workload and subject level collaboration to further develop common approaches• Develop a Trust talent management plan. Continue to create opportunities for staff to develop and gain further experience• Develop a succession plan with an emphasis on executive leadership• Further develop our approach to staff wellbeing.

Further information about the Trust, including full governance structure and current performance, is available in our [Annual Report and Accounts](#).

The Role

The governors and Trustees of Hillsborough Primary School wish to appoint 4x Level 2 Teaching Assistants (3x permanent positions and 1x temporary position) to start September 2022 (or sooner). We welcome applications from candidates who have experience in either the foundation stage, KS1 or KS2 curriculum.

Salary Range:	Grade 3 (SCP 5-6) £19,312-£19,698 (pro-rata)
Responsible To:	Assistant Headteacher
Responsible For:	
Hours of Work:	32.5 hours per week, 39 weeks per year
Holidays:	
Benefits:	<ul style="list-style-type: none">• Salary Sacrifice Car Scheme• Cycle to Work Scheme• Discounted membership for Westfield Health• Occupational Health• Wellbeing Programme• Continuous CPD and Training.

Responsibilities

- **MAIN DUTIES AND RESPONSIBILITIES**

- **SUPPORT FOR PUPILS**

- .Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- .Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- .Establish constructive relationships with pupils and interact with them according to individual needs
- .Promote the inclusion and acceptance of all pupils
- .Encourage pupils to interact with others and engage in activities led by the teacher
- .Set challenging and demanding expectations and promote self-esteem and independence
- .Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

- **SUPPORT FOR THE TEACHER**

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- .Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- .Assist with the planning of learning activities
- .Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- .Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- .Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- .Establish constructive relationships with parents/carers
- .Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- .Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

- **SUPPORT FOR THE CURRICULUM**

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

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Responsibilities

SUPPORT FOR THE SCHOOL

1. 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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Appreciate and support the role of other professionals
5. Attend and participate in relevant meetings as required
6. Participate in training and other learning activities and performance development as required
7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
8. 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 the teacher
9. Any other related duties as may arise.
10. Have the ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to the role.

Any other duties and responsibilities appropriate to the grade and role.

All the above duties and responsibilities to be carried out in accordance with Tapton School Academy Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

The Person

The successful candidate will demonstrate the following:

Education and Qualifications:	<ul style="list-style-type: none">• Educated to GCSE (good grades in English and Maths)• Completion of DFE Teacher Assistant Induction Programme• NVQ Level 2 for Teaching Assistants or equivalent and/or experience• Training in the relevant learning strategies e.g. literacy
Experience and Knowledge:	<ul style="list-style-type: none">• Experience of working in a school setting• Experience of working with children to develop skills and support children's learning• Have excellent inclusive practice• Be able to demonstrate evidence of working successfully with children with additional needs
Skills, Abilities and Personal Qualities:	<ul style="list-style-type: none">• Competent usage of Microsoft Excel, Word & Outlook• Excellent organisational, planning and prioritisation skills• Strong interpersonal skills with outstanding oral and written communication skills• Display commitment to the protection and safeguarding of children• An effective team player but can think and work independently• Able to work under pressure, meet deadlines

How to apply

Visits to the school are warmly welcomed. Please contact school to arrange a date to visit.

Application forms and further information regarding the role (including a job description) can be obtained at: www.hillsborough.sheffield.sch.uk

Completed applications should be returned to: enquiries@hillsborough.sheffield.sch.uk

Please do not use the Local Authority application form.

Hillsborough Primary School is committed to safeguarding and promoting the interests of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate must have the ability to converse at ease with members of the public and students and providing advice in accurate spoken English is essential to the role.

References for shortlisted candidates will be requested before the interview.

Successful applicants will be required to undertake a DBS Enhanced Disclosure.

Deadline for applications: 12pm, Friday 10th June 2022

Shortlisting: Monday 13th June 2022

Date for Interview: Monday 20th June 2022

Applications for this role can be made either via the TSAT application form or through the TES website:

Hillsborough Primary School website - [Job vacancies | Hillsborough Nursery & Primary School](#)

Sheffield city council website - [School support staff job listings \(sheffield.gov.uk\)](http://school.support.staff.job.listings/sheffield.gov.uk)

DfE website - [Find a job in teaching - Teaching Vacancies \(teaching-vacancies.service.gov.uk\)](http://find.a.job.in.teaching-Teaching.Vacancies/teaching-vacancies.service.gov.uk)

TES website - [Teaching Jobs & Education Jobs - Tes Jobs](#)