

Tapton  
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

# Level 3 Teaching Assistant

## Integrated Resource

### Candidate Information Pack



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Charitable Limited Company Registration Number: 07697171.  
Registered office: England and Wales. VAT Number: 134392225.







Welcome to Tapton School Academy Trust (TSAT) and thank you for your interest in joining our organisation. I am the new Chief Executive Officer and I feel incredibly proud to lead to such a wonderfully diverse group of schools, who have people at their heart. We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

We employ over 900 staff and those people are incredibly important to us. One of our key strategic priorities is to make TSAT a 'great place to work' and we are working hard to achieve that. If you work with us, you will receive best-in-class talent management opportunities, to develop yourself and open doors to a wealth of career opportunities within (and outside of) our trust.

We are mindful the workload challenge currently facing the sector, so are focused on reducing workload and creating conditions where our colleagues have fair work/life balance. To do so, we are investing in technology (such as iPads and AI) and creating aligned curricula and assessments, to save our staff time so they can focus more on the things that really matter.

We are at an exciting crossroads in our journey as a multi-academy trust. If you are passionate about working with young people, and love working collaboratively within a team environment, then we'd love to hear from you. If you want to help shape the future of a modern, transformative group of schools, where excellence, innovation and collaboration thrive, you will find a like-minded group of people at TSAT.

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

**Lee Barber**  
**CEO**





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# About TSAT

Since forming in 2011 TSAT has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18.

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

**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.

For further information please visit the Trust website: [TSAT - Home \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)



# About Hallam Primary School

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.



# Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitude and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

## Primary Education

All of our 5 primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

## Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

## Central Services

Our support staff are highly valued and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.



# The Role

We are seeking to appoint a full-time Level 3 Teaching Assistant to join our Integrated Resource. The Teaching Assistant will support the delivery of quality first teaching within the IR and with individuals and small groups of children. They will deliver specific interventions and specialist support.

<b>Salary Range:</b>	<b>Grade 4</b> <b>(24,294 - £26,421)</b>
<b>Responsible To:</b>	Assistant Headteacher for Inclusion/ Headteacher
<b>Responsible For:</b>	<ul style="list-style-type: none"><li>• Learning support for children within the IR</li><li>• To address the individual needs of children with EHCPs</li><li>• To work alongside staff delivering nurture-based principles</li></ul>
<b>Holidays:</b>	Term time holidays in line with with Sheffield school calendar
<b>Benefits:</b>	<ul style="list-style-type: none"><li>• Cycle to Work Scheme</li><li>• Occupational Health</li><li>• Wellbeing Programme</li><li>• Continuous CPD and Training</li></ul>



# Responsibilities

## **Work with the children**

- Plan and complete activities linked with children's individual EHCPs
- Undertake intervention support for small group and individual children and feedback to class teacher.
- Support within the Integrated Resource to ensure that children are accessing learning.
- Support children through breaktimes and lunchtimes.
- Being a champion, advocate and voice for our most vulnerable children, valuing their opinion and involvement in school activities.
- Support children with life skills and personal hygiene where necessary.
- Work alongside staff in the Integrated Resource to plan and deliver a personalised curriculum.
- Liaise with class teachers and SENCO's to feedback progress towards personal targets.



# Responsibilities

## **Identification Responding Reporting**

- Follow school systems of recording to ensure that they are rigorous, accurate and in line with school/Trust policies.
- Monitor and respond to the school reporting systems (CPOMS) to ensure that incidents are followed up and dealt with in an appropriate and timely manner.
- Complete case studies and intervention logging to show progress of individuals and small group intervention support.
- Meet with professionals to discuss progress as part of reviews.
- Promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.



# Responsibilities

## **Working with Others**

- Represent the school by liaising with external agencies, colleagues and multi-agency teams as required.
- Explore and build relationships with other educational providers that would be of benefit to the school, children and parents.
- Support handover to and from parents in the morning and afternoons
- Participate in CPD alongside staff, working collaboratively and sharing ideas.

## **Additional Responsibilities**

- 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.
- To undertake any additional responsibilities and duties, commensurate with the post, as requested by the Headteacher.
- To maintain high levels of confidentiality and professionalism at all times.
- Support the vision, ethos and policies of the Trust, ensuring the school meets all statutory safeguarding requirements.
- Any other related duties and responsibilities as may arise



# The Person

<b>Knowledge and Experience</b>	<ul style="list-style-type: none"><li>• Experience of working with primary aged children</li><li>• Level 3 TA Qualification</li><li>• Up to date knowledge of teaching strategies to support children with Special Educational Needs.</li></ul>
<b>Experience:</b>	<ul style="list-style-type: none"><li>• Experience in working with children including disadvantaged children to secure the highest outcomes</li><li>• Experience of delivering interventions to support progress in attainment in Reading, Writing and Maths</li><li>• Has worked successfully with children, parents and staff</li><li>• Has experience of working effectively with children with a wide ability range including higher attainers/SEND children</li><li>• Has experience of working in classroom settings offering support so that children can engage and succeed in their learning.</li></ul>
<b>Skills:</b>	<ul style="list-style-type: none"><li>• Excellent time management, motivational and communication skills that inspire high ambition throughout school.</li><li>• A highly effective person who is able to work as part of a team.</li><li>• Personal skills to establish excellent working relationships with all members of the school and wider community</li></ul>
<b>Personal Qualities:</b>	<ul style="list-style-type: none"><li>• Conviction that all children can succeed and a commitment to securing the highest care for all.</li><li>• The personality to engage and enthuse staff, children and parents.</li><li>• Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work</li><li>• An ability to analyse and interpret information to make informed decision and exercise good judgement</li><li>• A commitment to the safety and safeguarding of children and staff.</li><li>• Show total commitment to the school's wider community</li></ul>
<b>Work Related Circumstances (including working conditions and suitability to work with children)</b>	<ul style="list-style-type: none"><li>• We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment.</li></ul>

**Fluency Duty:** The ability to converse at ease with members of the public and pupils and provide advice in accurate spoken English is essential for the post.







# How to apply

Visits to Hallam are warmly welcomed. Please contact the school office to arrange: 0114 2304430 or [enquiries@hallam.sheffield.sch.uk](mailto:enquiries@hallam.sheffield.sch.uk)

Applications for this role are via the TES website. If you require a paper of the copy of the application form please contact us.

The closing date for applications is **midday, 19th March 2025**

Interviews will be held **Tuesday 25th March 2025**

## **Safeguarding**

TSAT is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

### **Shortlisted Candidates:**

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of identity / right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.



- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

### **Successful Candidates:**

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening.

**Please note:** Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.

### **Policies**

Our approach to safeguarding, and school safeguarding policies can be found on the Trust website: [TSAT - Safeguarding \(taptonttrust.org.uk\)](https://taptonttrust.org.uk)

### **Equality & Diversity**

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click Here](#) to access TSAT's Equality and Diversity Statement.

### **Data Protection**

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.