



Job Application Pack

Teaching Assistant Level 3 (SEND Provision Lead) Bluecoat Bentinck Primary Academy

Permanent, Full time, Term Time Only
Starting September 2024

Salary: Grade 9 points 24-28, £33,024 - £36,648 FTE

Actual Salary: £28,405 - £31,522 per annum

Welcome from the CEO



Archway Learning Trust is a vibrant learning community where students are cared for, receive a high-quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.



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Welcome from the Executive Head Teacher

I have been a Head Teacher within Archway Learning Trust for eight years, having previously been a Head of School within another organisation. Throughout my teaching career I have always had a passion for nurturing the academic, social, and emotional growth of every student. Throughout my leadership roles I have learned how rewarding it can be to lead with and through others. It is a true privilege to coach and develop other staff in order to build a school with a strong, shared vision that can open up a wealth of opportunities that enable adults and pupils alike to flourish.



I lead with vision, empathy and effectiveness founded on the principles of collaboration, inclusivity, and continuous improvement. I believe in fostering a culture of excellence where every member of the school community feels valued, supported, and empowered to reach their full potential. Through open communication, teamwork, strategic planning, and a drive for excellence, I strive to create an environment where staff and pupils are empowered to take a lead in their own development.

Becoming Executive Head Teacher of two diverse primary academies is a really exciting opportunity. I look forward to working in partnership with the Head of School and Bluecoat Bentinck staff team to build on the strengths already in place to ensure that the pupils we serve have a school to attend that keeps them safe; loves them unconditionally; nurtures their talents; inspires them to achieve; provides them with rich opportunities for development, learning and fun; and offers them progressive knowledge that will enable them to succeed in the future.

S Shaw

The Vacancy

Bluecoat Bentinck is excited to be seeking a self-motivated and passionate candidate who will fulfil the role of a Level 3 Teaching Assistant who will be a lead TA for SEND provision across the academy. This is a newly created role designed to help us at Bluecoat Bentinck to achieve our aim of all pupils being able to thrive in their education.

The post holder will work closely with teachers and TAs to support the delivery of high-quality provision for our students on the SEND register as well as those with emerging needs. They will be an excellent SEND practitioner with demonstrable experience and knowledge of what excellent personalised provision looks like for children who fall under the four broad areas of need.

The post-holder will model best practice to staff with regards to the planning and development of high standards in all aspects of pupil behaviour, attitudes, learning and culture suitable for children with a broad range of need. They will share best practice, including targeted strategies and resources to support learners and staff across the academy. They will work alongside the SENCo to assess the needs of our SEND students and identify how to adapt and hone provision to ensure their needs are being met. They will be involved in the creation of provision maps and support with the ongoing delivery of these plans. These will be routinely reviewed alongside the SENCo, teachers, students, parents/carers and wider agencies. The post holder will demonstrate an unwavering commitment to the inclusion of all pupils and will reflect this in their day-to-day practice. This will include both proactive and responsive provision that reflects the continued and emerging needs of our children.

The work of the L3 Teaching Assistant leading SEND provision will be underpinned by our trust ethos of excellence, inclusion and collaboration that pervades our school culture. The post holder will be joining a staff team who work tirelessly and collaboratively to ensure all our students receive the best support and

pastoral care to flourish and make rapid and sustained progress. This newly created position will play a vital role in championing inclusion and supporting our journey towards excellence for all.

Candidates should pay close attention to the job description/ person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post.

Applications

To discuss this exciting role in more detail, please contact the school directly via telephone 0115 915 1566 or email hr@archwaytrust.co.uk and our HR team can then arrange a phone call or a visit to the school for you.



How to apply

For more information about Bluecoat Bentinck Primary Academy and the vacancy, please visit <https://www.archwaytrust.co.uk/vacancies/>. To apply for the role click [apply](#) which will take you to the application form for the post. We would encourage you to refer to the job description and person specification, demonstrating your suitability for the role.

Closing Date: 9am, Wednesday 17th July 2024

Interview Date: Monday 22nd July 2024

We look forward to hearing from you.

Due to the number of applications, we receive, it is with regret that we cannot respond to every application, if you do not hear from us within two weeks of the closing date, please assume that on this occasion your application has unfortunately not been successful.

Safeguarding Children and Young People

Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:

- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)
- Online Searches

About the Trust

Since our foundation in 1706, educating children beneath the archway of St Mary's Church, we have been driven by a desire to meet the needs and fulfil the aspirations of all children, no matter what their challenges or starting points. We are clear that with staff and schools **working together**, regardless of their stage in the improvement journey, we are **transforming lives**: this is the 'Archway Way' and is the basis of our relationship with our academies.

Our existence is rooted in our desire to ensure that every child receives the best possible education, in a safe, vibrant, happy and successful Academy. It is underpinned by our shared values, knowledge-rich curriculum, a compelling learning culture and exceptional leadership.

Our vision, **working together, transforming lives** is underpinned by our Values:



Archway Learning Trust is committed to making a difference to every child's life in our care. Our track record in collaboratively working with our schools to embed educational excellence is evident to see. We are courageously inclusive and proud of this fact. Through everything we do you can feel, sense and see inclusivity at our core.

Our philosophy as a Trust is to foster an environment where we work together, sharing our passion for school improvement across our schools, developing people so they can be the shining practitioners that serve each child in our Trust. At our heart we are a values-based organisation where we are unrelentingly committed to raising aspirations and improving life chances of young people by living out our values each day across our Trust.



We believe in the transformational power of education for each individual and that this is enhanced through collaborative working between schools and our teams. The Trust's track record of school improvement demonstrates the effectiveness of this approach to collaborative working and forms the basis of our offer to schools within the Trust.

The Trust provides a forward thinking and supportive environment in which to support each academy's school improvement journey. We value the distinct identity of each academy and the community it serves.

Belonging to Archway Learning Trust does not mean losing those distinctive characteristics that make each school unique, rather it is enhancing these with the underpinning of mutual support and respect.

As a Trust we want each academy Leader to focus on academy improvement and ensuring the highest quality Teaching and Learning in every classroom across the Trust. We remove burdens that distract from our core purpose, and we provide a wholesome package of support to help each leader thrive in our Trust.

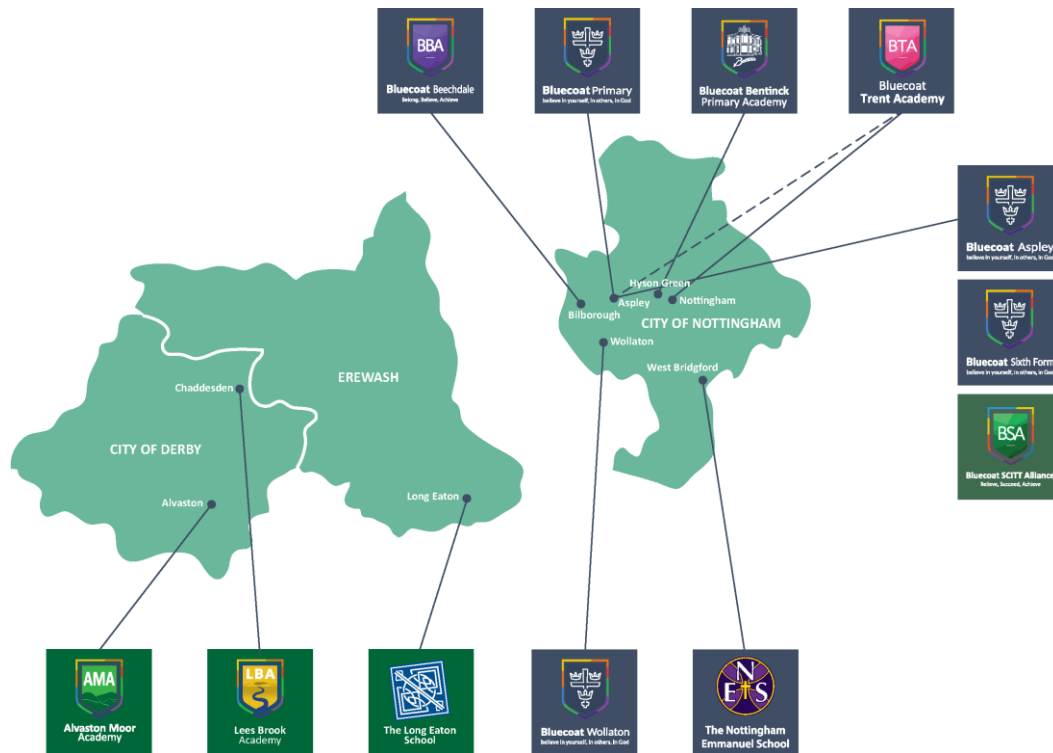
Trust Ethos, Mission, Vision and Values

The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.



Working Together, Transforming Lives

Our Schools



Our Primary Academies

Bluecoat Bentinck Primary Academy

Bluecoat Bentinck Primary Academy joined of Archway Learning Trust in September 2023, becoming our second primary academy. The school has a proud and rich history of serving the children and community of Nottingham since 1880; we are delighted to be part of its next chapter! Bluecoat Bentinck is a popular, diverse and multi-cultural Academy in the heart of Nottingham City. The Academy's vision of 'Together We Make a Difference' underpins our commitment to work together to achieve our common purpose of transforming lives of the children we serve. Staff at Bentinck are committed to supporting and teaching the diverse cohort of learners, creating the conditions to enable all children to thrive in their education. Bentinck is a happy, calm and welcoming place to be where children are kind, respectful and are proud to represent Bluecoat Bentinck.



Bluecoat Bentinck
Primary Academy

Bluecoat Primary Academy

Bluecoat Primary is large, diverse and vibrant, academy with a small Focus Provision for pupils with ASD. It has a strong set of values that are at the heart of its work and there is a clear vision for continual growth and development. In its recent Ofsted inspection in 2022, Bluecoat Primary was recognised for the powerful work it does within a disadvantaged community by awarding it 'outstanding' judgments for Leadership & Management, Behaviour & Attitudes and Early Years.



Bluecoat Primary
believe in yourself, in others, in God

All staff have high expectations for themselves and their pupils and deliver the highest standard of teaching and learning to ensure that all children achieve their potential. Staff are passionate about the success of each and every individual and make sure that they prepare children to make exceptional contributions to our global society. Bluecoat Primary Academy offers a caring, nurturing and secure environment that enables everyone to strive to be the best that they can be.

Job Description

POST TITLE:	Level 3 Teaching Assistant (SEND Provision Lead)
GRADE:	Grade 9, points 24-28
RESPONSIBLE TO:	SENCo

JOB PURPOSE

The Level 3 Teaching Assistant (SEND Provision Lead) will work alongside the SENCo to develop the bespoke provision and intervention for our SEND students. The post holder will support the delivery and development of SEND Provision at the academy and be a key driver and advocate in supporting the needs of our SEND students.

GENERAL RESPONSIBILITIES

1. Support the overall Christian ethos of the Trust.
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:
 - Acceptable Use of IT Policy
 - Code of Conduct
 - Extremism & Radicalisation Policy
 - Health, Safety and Security Policy & Guidance
 - Keeping Children Safe in Education (Part 1) Guidance
 - Safeguarding Policy and Training Slides
 - Whistleblowing Policy
 - IT Pack including Acceptable Use Statement
 - Health, Wellbeing and Benefits Policy
 - Finance Policy
3. Be aware of and support difference and ensure equal opportunities for all.
4. Contribute to the overall aims of the Trust and Academy Improvement Plans
5. To develop and implement own professional development and skills
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness
7. To demonstrate an excellent record of attendance and punctuality.
8. Work cooperatively as part of the Trust wide staff team
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.

SPECIFIC RESPONSIBILITIES & DUTIES

Under the line management and leadership of the SENCo, they will be able to motivate, develop, and inspire a staff team in providing the very best for our SEND students through universal, targeted and specialist intervention and provision. The post holder will strive for an excellent quality of education and outcomes for our SEND students.

The post holder will be passionately committed to pupil and staff development alike and foster a culture of belonging and unrelenting ambition. They will bring demonstrable experience of working to provide and develop SEND provision for a broad range of student need, providing excellent support as well as professional challenge and accountability to those they work with. They will need the persistent tenacity and integrity to deliver and sustain SEND provision improvement in line with the Trust's values of excellence, collaboration and inclusion. Previous experience leading the delivery and development of SEND provision will be essential.

SUPPORT FOR STUDENTS

- Support and direct activities with either individuals or groups of students to ensure their safety and facilitate their physical, emotional and cognitive development
- To support the personal care, hygiene and medical needs of students including contributing towards the development of care plans
- Contribute to the health and well-being of students
- Establish and maintain good working relationships with individual students and groups
- Promote and reinforce the students' self-esteem and independence e.g. within lesson times, break and lunchtimes and after school clubs etc.
- To take a lead role in encouraging the acceptance and inclusion of all students including the implementation and delivery of intervention programmes that are tracked and monitored for impact.
- To supervise and coordinate educational visits, residentials, transition and recreational activities for students with SEND as appropriate
- To be trained in de-escalation and positive handling strategies and implement these where necessary in supporting students in crisis
- To liaise effectively with teachers/parents/carers/external agencies as appropriate
- To assume responsibility for the designated keyworker role with the most challenging and complex students
- To collaborate with the SENCo in the writing and collation of pupil passports, behaviour plans, class provision maps, IEPs, Reviews and Annual Reviews

SUPPORT FOR TEACHERS

- With guidance and support from teaching staff, plan provision maps for individuals and groups of students
- To implement specific learning programmes – with individuals or small groups
- Plan and provide appropriate resources that reflect the needs of SEN students
- To work with the SENCo in collating data for targeted students with SEN for analysis
- Using assessment information and data to inform teaching staff of students' learning goals and needs.
- To gather information, as directed, about named students and their current attainment for staff
- To observe and assess individual student's needs and provide regular feedback and/or guidance to the teacher/SENCo
- To contribute to behaviour management plans within the classroom, applying the school's behaviour policy, following through rewards & sanctions, and recording outcomes on the agreed platform and paperwork.
- To support staff in making decisions relating to access arrangements for assessments
- To work with mainstream teachers in the review process as appropriate

SUPPORT FOR THE CURRICULUM

- Plan, prepare resources and deliver learning activities in a range of curriculum areas to provide SEND students with a broad and balanced curriculum
- Support SEND students attending extra-curricular activities
- Support the use and development of technology within the classroom
- To take responsibility for developing and delivering individual/small group skill sessions including Literacy, Numeracy, Life Skills, SpLD, SRE, SALT, self-help skills, Social Stories etc.
- Use specialist prior knowledge, experience and training to provide support to staff or individual prioritised students.
- To support the work of external agencies who might be involved who might be involved in the support of key areas of the curriculum [Educational Psychologist, Speech Therapist, Inclusive Education Service etc.]
- To assess, record and report back on student achievement through Academy assessment procedures

SUPPORT FOR THE ACADEMY

- Co-deliver training to staff on SEND support and interventions
- Collaborate with colleagues and form effective working partnerships
- Establish effective working relationships with parents/carers
- To be responsible for safeguarding the confidential nature of student/teacher/home issues.
- To supervise the maintenance of student safety and security, including break, lunchtime duties and end of the day pick up
- To contribute to meetings as appropriate
- To represent our SEND department at Open Evenings, Induction Evenings, Information Evenings etc. as and when appropriate
- Liaise and visit other academies / colleges to help with the transition process

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that exemplifies positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.

Person Specification

QUALIFICATIONS AND TRAINING	Essential	Desirable
Relevant SEND qualifications		*
NVQ3 in Early Years Care and Education; BTEC National in Learning Support; The Council for Awards in Children's Care and Education [CACHE] Diploma or relevant experience		*
Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training.	*	
Further or Higher Education		*
Up to date effective teaching experience		*
Educated to degree level with QTS		*
SKILLS AND KNOWLEDGE		
Excellent written and oral communication skills	*	
Excellent organisational and administrative skills	*	
Good interpersonal skills	*	
In-depth knowledge and understanding of inclusion and specialist provision	*	
Strong interpersonal, written and oral communication skills	*	
Excellent organisational skills and ability to confidently delegate, negotiate and influence.	*	
Resilience and motivation to lead the academies SEND provision through day-to-day challenges while maintaining a clear strategic vision and direction.	*	
Current knowledge and understanding of the statutory, legislative requirements and good practice to include but not exhaustive of: Health and Safety; Data Protection; the Equality Act / residual aspects of the Disability Discrimination Act and Keeping Children Safe in Education and the ability to apply this knowledge to our SEND practice.	*	
Ability to understand, analyse and make effective use of a wide range of data	*	
An ability to build positive relationships with staff, students and wider stakeholders in order to drive forward SEND provision.	*	
A creative and evidence-based approach to problem solving	*	
EXPERIENCE		
Previous experience of working within a SEND education setting		*
Previous experience of supporting students with one or more of the following: - Autism, ADHD, children with Speech, Language and Communication difficulties, SEMH, cognition & learning needs or sensory or physical needs	*	
Confident in advising others on approaches children with a broad range of SEND to aid teaching and learning, behaviour and emotional regulation	*	
Willingness to identify and develop own IT skills	*	
Working knowledge of DfE, Local Authority and other regulatory body's legislation and policy relating to education		*
PERSONAL QUALITIES		
Confidence, initiative and independence	*	
Ability to work unsupervised and independently understanding academy roles and responsibilities and your own position within these	*	
Builds and maintains effective relationships with colleagues and stakeholders in a fair and equitable manner	*	
Good time management skills	*	
Ability to maintain positivity and a solution focused attitude when problems arise that need to be addressed.	*	
Commitment to Equal Opportunities	*	

Willingness to work within any area of the Academy	*	
Tact, sensitivity, integrity, good judgement, and a sense of humour	*	
Suitability to work with children. Enhanced DBS check to be undertaken on appointment	*	
Archway Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. All staff and volunteers are therefore expected to behave in such a way that supports this commitment.	*	

