

**Teaching Assistant Level 3 – Permanent**  
**Term time plus 5 days – 32.5 hours per week**  
**Scale point 6 - £20,043 (pro rata)**

Reference TCAT0001187

**Information for Candidates**



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THE CONSORTIUM  
ACADEMY TRUST

May 2022

Dear Applicant

Thank you for your interest in our vacancy for a Level 3 Teaching Assistant.

At Winifred Holtby Academy we work hard to bring out the best in everyone by providing a learning culture that enables every student to achieve well, be successful and be ready to take on the next stage in their life. We have high aspirations for every student at the academy and we are determined that no child should be left behind. The academy provides a safe and welcoming environment that supports and encourages an ethos of **aspiration, achievement and respect**.

We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and the majority of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen career paths. We are very proud of the work we do but we are not complacent and we are constantly striving to be better. By working together, we will achieve our aims, provide the best education for every student and prepare them well for life beyond the academy.

We have an exciting opportunity for an energetic and committed individual to join our team. The successful candidate will need to be responsive to the SEND department's needs, as well as student's Special Education Needs within the academy, either on a 1:1, small group or as whole class support across the 11-16 age and ability range.

For this post we are looking for qualified teaching assistants with:

Essential:

- **Level 2 qualification in English and Maths**
- **NVQ 3 for Teaching Assistants or equivalent qualifications or experience**
- **Proven experience of working in a school or educational establishment**
- **Experience of working unsupervised with classes / groups of students**
- **A knowledge of commitment to safeguarding and promoting the welfare of children and young people**
- **Good numeracy and literacy skills**

Able to demonstrate:

- **Recent or current successful teaching assistant experience with students of the relevant age group as well as some experience of working with children with additional needs**
- **Flexibility, energy and enthusiasm**
- **A calm and consistent approach**
- **A willingness to learn and take on new ideas**
- **Good team working capacity**
- **The ability to write coherently and effectively, using expected standards in English**
- **High expectations of what all students can achieve**

You will find information about the academy, the role and the application process in this pack. Please visit our website [www.winifredholtbyacademy.co.uk](http://www.winifredholtbyacademy.co.uk) for further information about Winifred Holtby Academy.

Yours faithfully



Mark Brown  
Headteacher



## Our Vision

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**The academy provides a safe and welcoming environment that supports and encourages an ethos of aspiration, achievement, respect.**

We will be the academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress, which will enable freedom of choice for their progression beyond the academy. By working in partnership with parents, carers and the wider community, we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

**'Achieving excellence in all that we do'**

## Our Core Values

The academy ethos is built upon the core values of:

### Aspiration

We aim to foster a culture of ambition amongst ourselves and a desire to achieve great things.

### Achievement

We recognise and value effort and determination and celebrate the success that this brings.

### Respect

We aim to be considerate and thoughtful towards each other and treat each other with the respect that we expect for ourselves.

# General Academy Information

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## Our History and Context

In 1969 Bransholme High opened its doors for the first time to the children of the newly formed Bransholme estate. In 1988 during a reorganisation of Hull schools it was renamed after the author Winifred Holtby and retained the name when the school moved to new premises on the same site in September 2011. In May 2013 the school converted to Academy status but retained the name Winifred Holtby. In September 2019, Winifred Holtby Academy became a member of The Consortium Academy Trust, setting out on the next exciting stage of our journey, working collaboratively with our partners within the Trust.

Winifred Holtby Academy is a large academy with over 1300 students on roll. We have a positive and engaged student body and a caring, dedicated and talented staff. The school is set in the city of Hull. The catchment area predominantly covers North Bransholme and the surrounding areas.

In September 2011 we moved into our new building. We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and many of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen further education and career paths. Our facilities include:

- State of the art classrooms and learning spaces
- A Learning Resource Centre
- Specialist Food, D & T and Motor Vehicle Technology suites
- A fully equipped suite of Performing Arts rooms, including a Recording Studio and a Community Theatre
- Air conditioned ICT suites
- State of the art sports facilities, including a swimming pool, hydrotherapy pool, sports hall, fitness suite, all-weather pitches, rugby pitches / football pitches, outdoor MUGA area, tennis courts, athletic / cricket facilities. All of these facilities are available for staff use outside of the timetabled academy day.

In our most recent Ofsted inspection in July 2019, inspectors praised the strong leadership and management of the academy, recognising our improvements and the considerable moral purpose behind our leadership decisions. They also recognised the benefits that student's gain from our broad and ambitious curriculum and the positive attitudes and behaviour of our students in lessons and around the academy. We are confident that our continued focus, drive and determination will result in us becoming a 'good' school when we are next inspected. This is certainly an exciting time to join our team.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach and students can learn, free from disruption.

Staff at Winifred Holtby are known for their caring approach with all students and we are committed to providing strong and effective pastoral support – we know our students well and treat them as individuals, not numbers. Our established House system creates a sense of belonging, friendly rivalry and healthy competition amongst students and staff. Each Year Group has a dedicated team of pastoral Year Leaders in addition to an Academic Progress Director.

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Our staff provide a wide variety of extra-curricular activities beyond the school day, including academic, sport, performance and other community based activities.

The academy has a strong community ethos, developing close relationships with the world of business and establishing strong links both locally and nationally.

Winifred Holtby Academy is a popular choice for secondary education in the local community. Our annual intake of 270 students is taken mainly from our neighbouring primary schools, with whom we have excellent and close relationships. Each year we are heavily over-subscribed due to the strong reputation we have developed within our community.

We are committed to high quality induction and continuous professional development and learning for all of our staff.

## **The Consortium Academy Trust**

On 1 September 2019, Winifred Holtby joined The Consortium Academy Trust. The Consortium Academy Trust (TCAT) was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The Trust has grown rapidly from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well an associate member, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our vision is to be:

***A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.***

***A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.***

***A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.***

Our core values underpin everything we do.

**Aspiration.** We are ambitious and we aim high for ourselves and for others. We believe that we can make a real difference.

**Respect.** We respect ourselves and we respect each other. We respect our diverse environment and the community.

**Integrity.** We are honest with each other and ourselves. We do the right thing for the right reasons.

**Responsibility.** We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success.



**THE CONSORTIUM**  
ACADEMY TRUST

## Job Description

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**Job Title:** Level 3 Teaching Assistant

**Pay Scale:** Scale Point 6

**Work Pattern:** Monday - Friday

**Reporting to:** Mrs S Crees

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### Main Purpose of the Job

To support the KS4 nurture provision in providing a safe learning environment which meets the personalised learning needs of students with SEND.

This role involves planning and delivering programmes of support and intervention for learners who are working below nationally expected levels and have significant special educational needs and/or disabilities under the guidance of the class teacher and SENDCo team.

To support the raising of levels of literacy and numeracy, communication and interaction, and social, emotional and mental health and well-being, as well as developing the life skills necessary to become successful and independent adults of the future, under the guidance of the nurture provision lead, the class teacher and SENDCo team.

To work independently with individuals and groups of students

To facilitate and encourage learning which enables students to achieve high standards.

To promote and safeguard the welfare of students.

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### Main Tasks

**DIGNITY AT WORK:** To show, at all times, a personal commitment to treating all customers and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, gender, gender identity, nationality or ethnic origin, disability, religion or belief, sexual orientation, age). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the School's Equal Opportunities in Employment Policy.



**PURPOSE:**

- To support the KS4 nurture provision in providing a safe learning environment which meets the personalised learning needs of students with SEND.
- To provide programmes and support for learners who are working below nationally expected levels and have significant special educational needs and/or disabilities.
- To support the raising of levels of literacy and numeracy, communication and interaction, and social, emotional and mental health and well-being, as well as developing the life skills necessary to become successful and independent adults of the future, under the guidance of the nurture provision lead, the class teacher and SENDCo team.
- To work independently with individuals and groups of students.

**PRINCIPAL ACCOUNTABILITIES:**

*Please note decision making must be included within the Principal Accountabilities*

1.	To promote and safeguard the welfare of children and young people
2.	To work independently with groups of students to aid the faculty in providing intervention and support for targeted students, under the guidance of the nurture provision lead/class teacher/SENDCo team, but with limited supervision.
3.	To prepare and deliver intervention strategies to groups of students in order to support the achievement of target grades, making frequent decisions and exercising initiative with only limited managerial direction.
4.	To monitor student progress and attendance and report areas of concern to nurture provision lead/class teacher/SENDCo team.
5.	To help ensure continuity and reinforcement of learning by setting and marking work, taking into account the different abilities of students.
6.	To participate in the testing of students, including the invigilation of examinations and acting as a reader or scribe as necessary in formal examinations.
7.	To assist in the provision of specialist support for individuals and groups with identified needs, including the production of learning resources. To contribute to the development and review of personalised programmes for identified students, including observation of students as required.
8.	To supervise classes in the absence of the class teacher, delivering prepared lessons and ensuring that the academy's policies and procedures are followed and to provide pastoral care, information and guidance and attendance support in the role of a form tutor or to cover for the form tutor as required.
9	To develop, plan and conduct interventions based on student need to small groups / classes as necessary to enable students to meet their potential.
10.	To liaise with parent / carers regarding student rewards and sanctions.
11	To attend and participate in all subject based planning, moderation, meeting and training sessions as required.
12	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Hull City Council, as your employer and you as an employee of the council. In addition to the Council's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Council's Corporate H&S policy.

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Council are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Council.

**DIMENSIONS:****All sections should be completed****1. Responsibility for Staff:**

Working with designated Level 2 support staff.

**2. Responsibility for Customers/Clients:**

The post holder is responsible for the health, safety and welfare of students in their groups/classes.  
The post holder is responsible for ensuring good order in groups / classes under their supervision.  
The post holder is responsible for ensuring work is undertaken and learning takes place in lessons.

**3. Responsibility for Budgets:**

None

**4. Responsibility for Physical Resources:**

The post holder is responsible for the day-to-day care and maintenance of classroom equipment and shared faculty resources.

**WORKING RELATIONSHIPS:****All sections should be completed****1. Within Service Area/Section:**

The post holder will supervise and instruct students.  
The post holder will report progress or areas of concern to the nurture provision lead/class teacher/SENDCo team. The post holder will provide pastoral care in the role of a form tutor as required.

**2. With Any Other Areas**

None

**3. With External Bodies**

The post holder will contact parent / carers by letter, telephone or face to face meetings to report and discuss progress, achievement and sanctions.  
The post holder will be required to represent the school at multi-agency support meetings to report on progress and the future needs of individual students.

**ORGANISATION CHART:**

Headteacher  
I  
Deputy Head  
I  
Director of Learning Support – SENDCo  
I  
Deputy SENDCo  
I  
Class Teacher  
I

### Level 3 Teaching Assistant

	<i>Tick relevant level for each category</i>						<b>Supporting Information (if applicable)</b>
	Not applicable	Low	Moderate	High	Very High	Intense	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment).		X					Could involve supporting wheelchair users and toileting students as required.
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment).			X				Exposure to negative or challenging behaviour
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.			X				Contact with issues relating to individual students' personal circumstances.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/ Assessment, P = Presentation		Essential	Desirable	How identified
1.	<b>Qualifications:</b>			
	A Level 2 outcome in Literacy and Numeracy	X		CQ
	NVQ 3 for Teaching Assistants (or equivalent experience)	X		CQ
	<i>Appropriate and highly relevant experience will be accepted as an alternative to the above essential qualifications.</i>			
	<i>If candidates do not have the above essential qualifications they must be either studying for them or be willing to study for them</i>			
	ECDL or Level 2 ICT qualification		X	CQ
	First Aid Qualification		X	CQ
2.	<b>Relevant Experience:</b>			
	Proven experience of working in a school or educational establishment.	X		AF / R
	Prior Experience of working with vulnerable students.	X		AF / R
	Prior Experience of working with students with complex and challenging SEND.	X		AF / R
	Experience of working unsupervised with classes / groups of students.		X	AF / R
3.	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people.	X		I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		I / R
	Ability to differentiate work for individual students.	X		I / R
	Ability to judge student performance and adapt working practice as necessary.	X		I / R
	Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes.	X		I / R
	Ability to work to tight deadlines.	X		R
	Ability to resolve conflict and reengage all parties in learning.	X		R
	ICT Skills and the use of relevant teaching technologies.		X	I / R
	Understanding of child development and learning processes.		X	I
4.	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people.	X		CQ
	A knowledge and commitment to policies and procedures relating to the attitudes to learning and expected behaviour within the academy.	X		I / R
	A knowledge of the curriculum in English, Maths and Humanities and relevant learning strategies <b>or</b> the ability to acquire the knowledge through subject based training and continuing professional development.	X		I
	An understanding of why equality of opportunity is the right of each individual.	X		I

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/ Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
5.	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people	X		R
	Ability to interact using influencing skills, negotiating and training students in order to achieve target grades	X		I / R
	Ability to discuss difficult situations and personal information with parent /carers.	X		I / R
	Ability to negotiate and rebuild relationships through circle time, restorative practice and conflict resolution.	X		R
	Ability to represent the school at Multi-agency support meetings to discuss the progress and future needs of individual learners.		X	I
	<b>Written Skills</b>			
	Ability to produce basic written / email correspondence conveying simple instructions, guidance or information to parent /carers or in the form of a progress report to line managers.	X		R
	Ability to produce sensitive behavioural or progress information to a range of audiences.	X		R
6.	<b>Other:</b>			
	None			
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	<b>Competencies: Not applicable</b>			
8.	<b>Additional Requirements:</b>			
	Must be able to attend Parental information / consultation sessions and training events as required.	X		I
	Must be able to attend multi agency support meetings at various locations within the city.	X		I
9.	<b>Disclosure of Criminal Record:</b>			
	The successful candidate's appointment will be subject to obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Services	X	N/A	DBS Disclosure



## How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our academy.

Further information about the school can be found on the academy website  
[www.winifredholtbyacademy.co.uk](http://www.winifredholtbyacademy.co.uk)

### Application Form

Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to [enquiry@winifredholtbyacademy.com](mailto:enquiry@winifredholtbyacademy.com) by **5<sup>th</sup> June 2022**

### Interviews

Interviews are scheduled to take place on **W/C 6<sup>th</sup> June 2022**. *(Please note, this date may be subject to change).*

*\*Department for Education (DFE) Keeping Children Safe in Education 2021 – Paragraph 194 – It is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children.*