



**Speech and Language**

**Teaching Assistant Application Pack**

Contents

[Letter from Cathie Paine, Chief Executive Officer 3](#_Toc153353973)

[Letter from Raheel Akhtar, Headteacher, Concordia Academy 4](#_Toc153353974)

[Our Touchstones 5](#_Toc153353975)

[The role 6](#_Toc153353976)

[The application 8](#_Toc153353977)

[The application process and timetable 8](#_Toc153353978)

[Safeguarding, Safer Recruitment and Data Protection 9](#_Toc153353979)

[Job Description 10](#_Toc153353980)

[Person Specification 13](#_Toc153353981)

**Letter from Cathie Paine, Chief Executive Officer**

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Cathie Paine**

**CEO**

# Letter from Raheel Akhtar, Headteacher, Concordia Academy

Dear Candidate,

Children have only one chance at receiving a quality education and it is the job of everyone at Concordia Academy to ensure that it is the best it could possibly be. We have an ambitious and dynamic vision for our school that includes setting a record of high-quality outcomes for all of our students.

Our school is underpinned by a blend of values such as respect, hard work and high expectations, coupled with innovations in relation to teaching and learning. We work together to embed a culture of success, high aspiration and reflection in which children can thrive and achieve. We want our students to have the confidence and knowledge to not just live but prosper in a modern, ever-changing society. We will equip them with the skills to succeed and the understanding that will enable them to make the most of the opportunities that they are given.

We are forward thinking in all we do. Our children will study a modern and innovative curriculum, our staff will have access to the very best and latest professional development that has the greatest impact on learning, and our school will be housed in outstanding facilities that are high-tech and custom built. Our goal will always be to improve on what we have done before.

As the headteacher of this vibrant, new school I am delighted to welcome you and I hope you will join us on our journey.

**Mr Raheel Akhtar**

**Headteacher**

# Our Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago Touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The role

**Speech and Language Teaching Assistant at Concordia Academy, Union Road, Romford, RM7 0HG**

**Do you want to join an outstanding new school looking to appoint an ambitious and inspirational teaching assistant?**

Concordia Academy opened as a new free school in 2016. In 2018, we moved into our superb new purpose-built site on Union Road in Romford. We are offering you:

* the opportunity to work in a brand-new state-of-the-art building
* fantastic opportunities for career development and progression
* the opportunity to get in on the ground floor of an exciting new project and to help shape the direction of a new school
* extensive professional development to enhance your knowledge and skills

We are looking to appoint **Speech & Language Teaching Assistant** who will have a key role in the implementation of Speech and Language programmes across the school. The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. The Teaching Assistant will advance student learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEND; enable access to learning for students and assist the teacher in the management of students.

**We are looking for an enthusiastic and committed applicant who will:**

* Develop and prepare materials for individual and group sessions.
* Work under the supervision of the Inclusion Team and class teacher.
* Provide effective support to less experienced colleagues, modelling good practice.
* Keep written records of pupil work and progress.
* Assist in the provision of training to staff and colleagues.
* Carry out general Teaching Assistant responsibilities.
* Be friendly, ready to join in and engage with learning with the children

**We would welcome applications from people who have experience in the following**, although training would be available for the right candidates:

* Cognition & Learning
* Language & Social Interaction
* Autistic Spectrum Disorder
* Social Communication Difficulties
* Sensory Processing

**Background Information about the School**

Our school is underpinned by a blend of values such as respect, hard work and high expectations, coupled with innovations in relation to teaching and learning. We work together to embed a culture of success, high aspiration and reflection in which children can thrive and achieve. We want our students to have the confidence and knowledge to not just live, but prosper in a modern ever-changing society. We will equip them with the skills to succeed and the understanding that will enable them to make the most of the opportunities that they are given.

We are forward thinking in all we do. Our children will study a modern and innovative curriculum, our staff will have access to the very best and latest professional development that has the greatest impact on learning, and our school will be housed in outstanding facilities that are high-tech and custom built. Our goal will always be to improve on what we have done before.

We are a caring employer who invests in the future of our employees, as only through their excellence can we deliver excellence for the children and families whom we serve. To see more information about the school, please visit our website [Concordia Academy](https://concordiaacademy.co.uk/)

As a member of the REAch2 Trust, a national family of primary academies, Concordia Academy is committed to raising standards and achieving excellent for all pupils whatever their background or circumstance. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike. Concordia Academy is committed to safeguarding and promoting the welfare of children and young people / vulnerable adults and expects all staff and volunteers to share this commitment. This position is subject to an enhanced DBS check and satisfactory written references.

# The application

You are invited to submit an application form to **Raheel Akhtar, Headteacher** by email**recruitment@reach2.org**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion or school visit please contact **Raheel Akhtar, Headteacher** via school office on 01708 932710 or by email [**info@concordiaacademy.co.uk**](info%40concordiaacademy.co.uk)

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:**  | Wednesday 28th February 2024 at 12pm (midday) |
| **Interviews:** | TBC |
| **Contract Details:** | Part time (33.75 hours per week) Term time, Mon-Fri 8.15am – 3.30pm (flexibility in hours will be considered for the right candidate) |
| **Salary:** | Grade 2 SCP 2-5 NJC Outer London (FTE £25,854 - £27,030) |
| **Start date:**  | As soon as possible |

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description

**Post:** Teaching Assistant (Speech & Language)

**Responsible to**: Assistant Headteacher for Inclusion/Assistant SENDCo

**Core Purpose**

To support and enable children to reach their full communicative and educational potential and remove or reduce the barriers that their speech, language and communication needs present to their learning. To lead on delivering speech and language sessions for children across the school, to support their learning in line with the national curriculum, codes of practice and school policies and procedures.

Support a total communication environment in the classroom, encouraging the use of visuals, objects of reference and consistently modelling the use of strategies to other classroom staff. Work with the Inclusion Team and class teacher to plan and prepare appropriate visuals and resources for lessons and for specific communication groups.

Provide support to pupils with learning, behavioural, communication and social difficulties.

**Responsibilities**

**Support for pupils**

* Plan and run communication activities for individuals and small groups, ensuring that they make rapid progress
* Where necessary, run a specific communication programme devised by the Inclusion Team
* Evaluate the communication activities and use the data to plan further ideas for next activity
* Respond to the pupil’s specific communication needs, adapting your level of language and using appropriate visual support
* Keep daily communication data on every pupil to track progress over time and to assess/plan moving onto the next stage
* To work with individual pupils and groups, under the direction of the Inclusion Team and/or class teacher, introducing tasks, monitoring children’s work and using a range of strategies to support their learning.
* To help pupils to access the full curriculum, at the same time promoting independent learning
* To attend to the personal and social needs of students and any other special requirements depending on the nature of a student’s special needs and, wherever possible, making these part of the learning experience.
* Under agreed school procedures, to give first aid/medicine and accompany sick children home/to the health centre/hospital as necessary or assist with programmes of special care under the direction of the appropriate specialist.
* Supervise and provide particular support for students, 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.
* Promote the inclusion and acceptance of all students within the classroom within the school’s policies and procedures of equal opportunities.
* Provide feedback to students in relation to progress and achievement under the guidance of the teacher or the SEND coordinator.
* Provide personalised and one-to-one support for children when necessary and as required, in class or around the school
* To deliver ELSA sessions as required

**Support for teachers**

* To meet regularly with the class teacher during contracted hours to discuss children’s/students’ progress and to plan and review support.
* Assist with the planning of learning activities.
* Create and maintain a purposeful, orderly and supportive environment, in accordance with plans.
* Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
* Monitor student responses to learning activities and accurately record achievement/progress as directed and provide feedback to teachers on students’ 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 behaviour.
* Administer routine tests, marking of students work and provide clerical/admin support – e.g. photocopying, filing, administration of coursework.

**Support for the curriculum**

* To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
* To deliver key aspects of the school curriculum effectively and with great impact
* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing students’ competence in its use

**Support for the School**

* Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety and security, confidentiality and data protection, reporting all concerns to a named appropriate person.
* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.
* Assist with the supervision of pupils out of lesson times, including before and after school and 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.
* Undertakes other similar duties and activities that fall within the grade and role, and any other duties as may be reasonably required by the headteacher

The duties above are neither exclusive nor exhaustive and the postholder may be required by the headteacher to carry out appropriate duties within the context of the job, skills and grade.

**Additional Requirements**

* REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
* The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role

The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description

# Person Specification

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Right to work in the UK | **\*** |  |
| **Knowledge/Qualifications and experience** |
| English & Maths GCSE at grade D or above | \* |  |
| Successful experience working with SEND children in a school/early years environment OREducated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience ORCompletion of DCSF induction programme | \* |  |
| Experience of supporting a range of speech and language needs |  | \* |
| Evidence of CPD in the area of speech and language support |  | \* |
| Basic knowledge of First Aid and understanding of school |  | \* |
| Good reading and writing skills | \* |  |
| Good numeracy skills | \* |  |
| Knowledge of basic ICT to support learning | \* |  |
| Ability to write basic reports | \* |  |
| Ability to use clear language to communicate information unambiguously | \* |  |
| Ability to listen effectively | \* |  |
| Overcome communication barriers with children and adults | \* |  |
| Consult with children, colleagues, families and carers and other professionals | \* |  |
| Understand and implement the school’s behaviour management policy | \* |  |
| Ability to understand and support children with developmental difficulty or disability | \* |  |
| Good understanding of the school curriculum |  | \* |
| Knowledge of literacy/numeracy strategies | \* |  |
| Good understanding of the general aspect of child development | \* |  |
| Ability to assess progress and performance | \* |  |
| Understand and support the importance of physical and emotional wellbeing | \* |  |
| **Skills , abilities and personal attributes** |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  |
| Commitment to promote and support the aims of REAch2 | \* |  |
| Effective communication skills with a range of audiences, both written and oral | \* |  |
| Excellent numeracy/literacy skills | \* |  |
| Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture |  | \* |
| Ability to establish rapport and respectful and trusting relationships with children, colleagues and other professionals, their families and carers and other adults | \* |  |
| Know when, how and with whom to share information | \* |  |
| Ability to follow instructions accurately |  |  |
| Good organisational skills | \* |  |
| Ability to remain calm under pressure | \* |  |
| Awareness of and commitment to equality | \* |  |
| Basic understanding of Health, Safety and Well-Being | \* |  |
| Understand and implement child protection procedures | \* |  |
| Understand procedures and legislation relating to confidentiality | \* |  |
| Understand the role of others working in and with the school | \* |  |
| Understand and value the role of parents and carers in supporting children | \* |  |
| Demonstrate a positive attitude to learning and a commitment to professional development | \* |  |
| Ability to manage own time effectively | \* |  |
| Ability to teach a structured activity to a group | \* |  |
| Excellent interpersonal skills | \* |  |
| Work constructively as part of a team, making important contributions | \* |  |
| Be prepared to develop and learn in the role | \* |  |