

TEACHER APPRENTICE INFORMATION PACK



Kendal Close, Reigate, Surrey, RH2 0LR

Tel 01737 761254

info@wray-common.surrey.sch.uk

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7th December 2022

Dear Candidate,

I am delighted that your interest in being a Teacher Apprentice here at Wray Common has taken you this far.

The staff and governors of Wray Common have a united passion for developing a genuine community school which provides an education of such quality that children who exit our doors in Year 6 leave with significantly better life chances than when they first entered – and we are making this a reality for them.

We take pride in placing children at the heart of everything we do and celebrate the fact that our children are all different, special, valued and safe, while learning and succeeding. We believe that all children should experience outstanding learning opportunities that will encourage them to grow socially and personally. Our most recent OFSTED inspection (November 2021) noted:

"Pupils learn in a happy, safe and caring environment, where everyone's opinion is respected. Pupils are proud of their school. They trust their teachers and feel valued by them. Pupils have very positive attitudes to their learning."

They also commented that:

"Pupils are confident learners, tolerant of others and good school citizens. They support one another as part of a tight-knit community."

Our children are looking for a teaching assistant who wants to be part of our community, and is able to provide care, support and challenge of such quality that both enjoyment of learning and achievement at Wray Common will be further enhanced.

A large, friendly and innovative school, Wray Common is highly respected by parents, children and staff. We have a strong record in developing all of our staff. Trust, collaboration and support can also be seen in our work with our partner schools within the Greensand Multi-academy Trust of which we are a founder member. We are a group of like-minded local schools working together to enrich children's lives and to create exceptional developmental opportunities for all our staff.

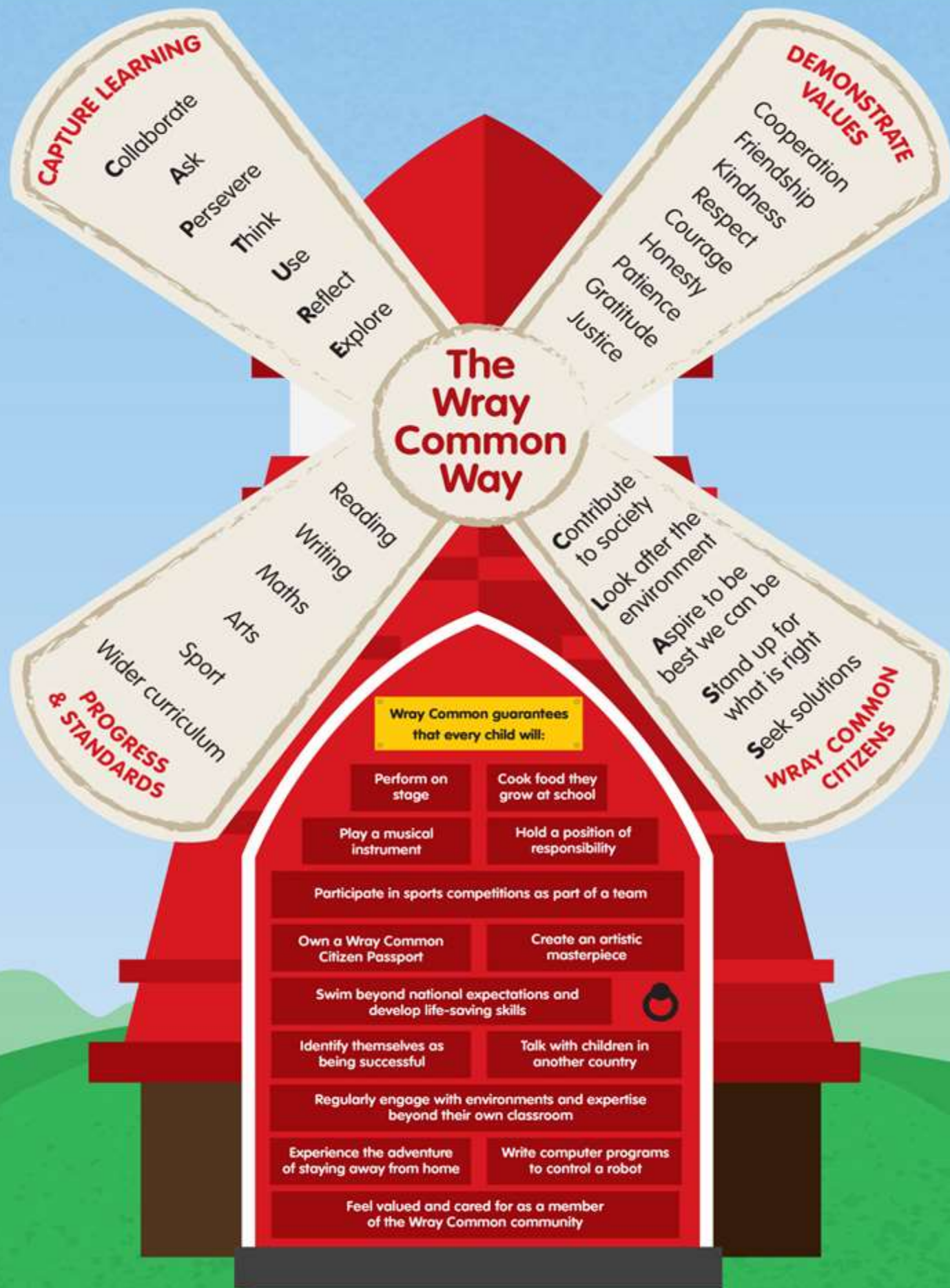
This position is suitable for anyone with the passion and ability to inspire our children and the interest in becoming a teacher. The role will involve taking on the responsibilities of a Teaching Assistant initially, whilst, with the support of a tailor-made development programme, preparing for formal teacher training. The hope and expectation is, upon successful performance and progression, that you will take a position as a SCITT teacher trainee in 2024/25 and work with us as a teacher beyond that upon achieving your teacher qualification.

I have tried to give you a flavour of our school in this application pack, but to find out more and to satisfy yourself that this is the right school for you, please do contact the school office - info@wray-common.surrey.sch.uk – to arrange a visit to the school or an informal chat. A look at our weekly Newsletter on our website should also be informative.

Please complete and return the application form as soon as you are sure it is the right choice for you – applications will be considered as soon as they are received and an interview date agreed.

Yours sincerely,

Lloyd Murphy



Wray Common will provide an education of such quality that every child will leave the school with better life chances than when they first entered



THE WRAY COMMON WAY

WRAY COMMON WAY

The *Wray Common Way* provides a framework that defines the ethos of Wray Common. It supports our decision-making and helps us answer vital questions such as *What is Wray Common Primary School about....* and, more importantly, *what do we want to be about moving forward?* ...so that the Wray Common community - staff, Governors, children and parents all share a common understanding of what we're trying to achieve and what is special about us as a local community school. This is what Wray Common is about – this is us. This also provides a blueprint, a foundation upon which future decisions and priorities need to be based. The *Wray Common Way* will be visible to everyone and we will live and breathe it, so that every child who exits this school leaves with better life chances than when they first entered.

PROGRESS and STANDARDS

Regardless of background, challenge or need, our mission is to ensure that *every child* makes substantial and sustained progress while at Wray Common. We make no apologies for placing Reading, Writing and Maths at the core of our curriculum. Our publicly shared results at the end of the last academic year were the best results Wray Common has ever achieved. But we also strive for excellence in all curriculum areas – examples of this commitment would include our now sustainable high quality swimming provision which is resulting in the vast majority of our children achieving the Year 6 national expectations by the end of Year 2, and our extension of specialist music teaching this year into Year 2 ensuring a continued development of our excellent music provision.

CAPTURE LEARNING

A key aim is to get children to be active in their own learning – often physically active, yes, but also in their mind. Wray Common is about developing children who are active in their learning, not passive; Wray Common children CAPTURE learning. They take ownership of their own progress, of their own standards by Collaborating, by Asking, by Persevering, by Thinking, by Using what they know, by Reflecting and by Exploring. If the children are successful at these, they will progress well and importantly, they will develop the skills, attitudes and behaviours which will support them in making continued progress – beyond the walls of Wray Common into secondary schools and even further.. We feel that our CAPTURE model better reflects our active approach to learning at Wray Common and supports and challenges children to take greater ownership of their own learning. Our CAPTURE model is about what we do already, but doing it even better.

DEMONSTRATE VALUES

As part of the Strategic Review, we asked ourselves whether our Wray Common Values should remain at the core of what we're about. The answer was a resounding yes – absolutely. Our Wray Common Values are immersed in everything we do. While we always utilise opportunities throughout our curriculum to teach children about these Values, we as a community of adults, we as a community of role models, demonstrate these Values by leading our lives the way we do, so that children develop a positive habit of

thought, a positive habit of interaction and a positive habit of behaviour and respect. Through a questionnaire, we gathered your views during the Summer Term about which Values you feel are most important. Your responses were very much in line with what we already have. However, there was one new value that had such support and I think is of such importance, that we have added to it our list – Justice.

WRAY COMMON CITIZENS

Demonstrating Values leads smoothly onto our last sail – Wray Common Citizens. As well as demonstrating values, we want children to be a CLASS act, we want Wray Common to be a CLASS act. We want everyone to: Contribute to society; Look after the environment; Aspire to be the best we can be; Stand up for what is right and Seek solutions.

WRAY COMMON GUARANTEES

To complete our “Wray Common Way”, we have established a set of guarantees for every child – because this is Wray Common – this is no ordinary school - this is what we’re about. We have made this bold move to ensure that what we have decided is important for our children, actually happens and continues to happen.

CONCLUSION

Wray Common Primary School is and will continue to be a high performing academic school. But it is and will continue to be much more than this. Wray Common is: a series of memorable experiences; a community of care and support, and a home for all to learn and succeed. This is *our* way, this is the *Wray Common Way*.



We can offer you...



A child-centred culture

A happy and welcoming environment

Children who truly enjoy learning and school life

A highly inclusive ethos

A creative curriculum across the whole school

High quality and impactful staff development

A team approach

Inspirational INSET

Challenges – and support

A place where everyone is valued

A place where confidence is built

A passionate, grounded and driven leadership team



Teaching Assistant – Job Description

(Greensand Support Staff Pay Scale 1-5)

Job Purpose

To work with teachers as part of a professional team to support teaching and learning for all our children. All staff will:

- Resource, deliver and evaluate teaching and learning activities under the direction of a teacher/SENCO/SLT;
- Support access to learning for all children, ensuring inclusion and encouraging them to become independent learners;
- Supervise learning activities for whole class activities or for small groups of children;
- Implement appropriate behaviour management strategies;
- Support the development and effectiveness of the class team.

Key Accountabilities

Support for Pupils:

- Use knowledge and skills, training and experience to support pupils' learning;
- Assist with the development and implementation of SSAs;
- Establish productive working relationships with children, acting as a role model and setting high expectations;
- Promote the inclusion and acceptance of all children, in and out of the classroom;
- Support children consistently, whilst recognising and responding to their individual needs;
- Encourage children to interact and work co-operatively with others and engage all children in learning activities;
- Promote independence and employ strategies to recognise and reward progress and achievement;
- Be able to adapt and respond to the strengths and needs of all children.

Support for Teachers:

- Assist the teacher in establishing an appropriate learning environment;
- Assist the teacher in lesson planning, evaluating and adjusting lessons and work plans, as appropriate;
- Monitor and evaluate children's responses to learning activities, through observation and planned recording of achievement against pre-determined learning objectives;

- Provide objective and accurate feedback and reports to the teacher, as required, on children's achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and records, as requested;
- Undertake marking of children's work and accurately record achievement and progress;
- Promote positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage children to take responsibility for their own behaviour;
- Liaise sensitively and effectively with parents/carers, as agreed with the teacher, within your role/responsibility and participate in feedback sessions/meetings with parents, as directed;
- Administer and assess routine tests and invigilate exams/tests;
- Produce worksheets or prepare materials as agreed with the teacher.

Support for the Curriculum:

- Deliver learning activities/teaching programmes, adjusting activities according to children's response/needs;
- Make effective use of opportunities provided by learning activities to support the development of children's skills;
- Use ICT effectively in learning activities and develop children's competence and independence in its use;
- Help children to access learning activities through specialist support;
- Determine the need for, and prepare and maintain general and specialist equipment and resources.

Support for the School:

- Comply with policies and procedures relating to Child Protection, Safeguarding, Confidentiality and Data Protection, reporting concerns to an appropriate person;
- Be aware of, and support differences in children, and ensure everyone has equal access to opportunities to learn and develop;
- Contribute to the overall ethos, work and aims of the school;
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support children's achievement and progress;
- Attend and participate in regular meetings, training and other learning activities, as required;
- Recognise own strengths and areas of expertise and use these to advise and support others;
- Assist in the training and development of staff, as appropriate;
- Supervise children on visits, trips and out of school activities, as required.

Mid-day Supervision:

- To supervise children immediately before, during and after the midday meal in the dining hall, playground areas and school premises;
- To ensure the safety, welfare, physical and mental well-being of pupils;
- To follow the rota for allocated duty, adapting where necessary on instruction from the Lunchtime Supervisor;
- To monitor the behaviour of children and employ strategies for developing behaviour in line with school policy and reporting any incidents to the class teacher;
- To report any incidents to the Lunchtime Supervisor as appropriate;
- To ensure that all children who suffer any injury or accident are dealt with appropriately in accordance with the school's agreed procedures.

Other duties and responsibilities:

- Undertake other duties from time to time as requested.

Accountable to:

- Class teacher, SENDCo, Deputy Head Teacher, Head Teacher



Person Specification

Experience	<p>Essential</p> <ul style="list-style-type: none"> Working with or caring for children
Qualifications	<p>Essential:</p> <ul style="list-style-type: none"> Good numeracy/literacy skills <p>Desirable:</p> <ul style="list-style-type: none"> Completion of DfES Teacher Assistant Induction Programme NVQ 2 for Teaching Assistants or equivalent qualifications Training in the relevant learning interventions e.g. ELS, Springboard. First aid training
Knowledge & Skills	<p>Essential:</p> <ul style="list-style-type: none"> Understanding of child development and learning Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these Use of equipment technology – video, photocopier, digital camera <p>Desirable:</p> <ul style="list-style-type: none"> General understanding of national/foundation stage curriculum and other basic learning programmes/strategies Understanding of relevant policies/codes of practice and awareness of relevant legislation Effective use of ICT to support learning, eg. Clicker, Word
Equal Opportunities	<p>Essential</p> <ul style="list-style-type: none"> Commitment to the implementation of the school's equal opportunities policy
Continuing Professional Development	<p>Essential:</p> <ul style="list-style-type: none"> Willingness to undertake additional training/staff development as appropriate Ability to reflect on your own professional practice

THE APPLICATION AND SELECTION PROCESS

Making your application

Please feel free to request a visit to school or informal chat prior to your application.

In completing your application, please limit your statement of application to be **no more than 1 side of A4**. Your personal statement should clearly demonstrate how you meet the requirements of the job description and person specification.

Please note that it is essential that your current or most recent Headteacher, if applicable, is a referee.

Selection Process

Applications will be considered upon receipt

Closing Date: 9.00am Thursday 5th January 2023

Interview date to be confirmed.

Safeguarding Recruitment Statement

Wray Common Primary School has a commitment to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The post is subject to an Enhanced DBS check.