

**Welcome to Woodlands,
a wonderful place to be.**

APPLICATION PACK

Teaching Assistant

Part time 0.8 or full time (Term time only)

Closing Date: Thursday 13th March 2025 - 9:00am



ALLESTREE WOODLANDS SCHOOL

COURAGE | OPTIMISM | REGARD | ENDEAVOUR

Allestree Woodlands is a 'Good' school.

Allestree Woodlands School is ***'highly inclusive'*** and that ***'pupils adopt the attitude that 'everyone is equally welcome'.***

'The school has high expectations of all pupils.'

'The school has a well planned curriculum in place.'

'Teachers demonstrate strong subject knowledge.'

'Lessons are calm and disruption is rarely seen.'

'Pupils feel safe at Allestree Woodlands.'

'Pupils benefit from a curriculum that extends beyond the academic.'

Ofsted, April 2024



Welcome from Headteacher

25th February 2025

Appointment of: Teaching Assistant

Thank you for your interest in the position of Teaching Assistant at Allestree Woodlands School.

The successful candidate will join us at a very exciting time. We are at a highly developmental phase as we continue to raise standards further and ensure that we provide an excellent curriculum and learning experience for all of our students.

Our school is a very special place to work and be; staff universally refer to the warmth and supportive nature of the school and their colleagues. The importance of this is not to be underestimated. Working in schools presents many challenges and knowing that you are part of a team and that others are with you is vital.

We are an oversubscribed school offering a very broad curriculum at all key stages and with a thriving Sixth Form. We value sports, creative and performing arts and technologies alongside an academic core; our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour. We are fortunate to have excellent facilities at our disposal and make good use of these for curriculum and enrichment.

If what you see and read appeals to you and you would like to play a part, we would love to hear from you. In return for commitment to us, the successful candidate will join a friendly staff, will receive excellent professional learning and training opportunities and will be able to feel that they do something important that changes lives for the better.

If you think that we sound like a school you want to be part of, please apply using the application form (CVs are not accepted). Please include a letter of up to 1200 words Arial font, size 12, outlining:

- a) How your experience to date has prepared you for this role.
- b) What you would bring to the team.

Please make clear whether you are applying a full time or 0.8 position.

We look forward to receiving your application; by email to k.challands@woodlands.derby.sch.uk by Thursday 13th March 2025 - 9:00am.

Yours sincerely
Gemma Penny
Headteacher

JOB DESCRIPTION

Post Title: Teaching Assistant

Post Grade: NJC Scale 4 points 7/11 £25,584 - £27,269 (Pro rata to 39 weeks per year and 32.5 hours per week actual salary is £19,244 - £20,511pa)

Line Manager: Special Educational Needs Coordinator

Role Summary:

- Work with classes and individual students as directed by the Special Educational Needs Coordinator and/or the class teacher
- Support students to become more confident, independent learners
- Use teacher input and questions to support learning in the classroom
- Work as part of the Learning Support Team
- To work under the leadership of the Special Educational Needs Coordinator and the Deputy SENCo.
- To work within the general directions of the Headteacher

Responsibilities

- Work with students with special educational needs and disabilities.
- Work as a member of the Faculty.
- Responsible to the SENCo and Deputy SENCo re the work with the students.
- Support students with communication, the curriculum and with language.
- Liaise with support team and mainstream teachers concerning lesson content and delivery.
- Clarify and adapt subject material and vocabulary for students.
- Monitor and assess the students' needs.
- Exercise general care and supervision of students during lessons and where necessary, with students requiring assistance in walking around the school site, including break, lunchtimes and taxi
- Provide a secure, caring and enriching environment for the students.
- Support students, including those with Education, Health and Care plans (EHCP)
- Encourage acceptance and inclusion of all students
- Have familiarity with all relevant statements of SEND
- Have familiarity with the special needs of students on the SEND Register
- Help to promote students' self esteem
- Contribute to the student's page profiles and annual reviews.
- Be present at the annual reviews and in school reviews when appropriate.
- Support students with a range of special educational needs in school at the discretion of the SENCo.
- Attend team meetings.
- Attend appropriate meetings for staff in accordance with school policy and the annual calendar of directed time.
- Ensure that all documentation is consistent with school policy, implemented appropriately and regularly reviewed and improved.
- Complete cover within the Faculty as appropriate for absent colleagues.
- Act in accordance with school policies and procedures and relevant legislation particularly, in relation to child protection and behaviour management.
- Participate with other team members in the development, planning, implementation and evaluation of learning programmes for individuals and groups of students.
- Participate in the delivery of local and national initiatives, for example, literacy and numeracy strategy.
- Participate in and contribute to staff meetings, faculty meetings and INSET.
- Maintain and develop good working relationships with teachers and other adults involved with each child eg Behavioural Support Staff, Advisors, Educational Psychologist.
- Give general support to school activities.
- Promote the ethos and values of the school.
- Other duties at the discretion of the Headteacher.

Safe Working Practices for Adults working with Children

- It is the responsibility of each employee to carry out their duties inline with Allestree Woodlands School's ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

Freedom of Information Act and Data Protection Act

- The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

Equality and Diversity - The post holder will be required to comply with and maintain awareness of Allestree Woodlands School's policies relating to Equality and Diversity.

Health and Safety - The post holder must at all times carry out their responsibilities with due regard to Allestree Woodlands School's policy, organisation and arrangements for Health and Safety at Work.

Flexibility - All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with Trades Unions where appropriate.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION

Job Title: Teaching Assistant	Essential	Desirable
Qualifications		
English and maths GCSE at level 2 or above (C+/4+) or equivalent	✓	
Additional qualifications (e.g. NVQ, A-Level etc.)		✓
Teaching Assistant Qualification		✓
Involvement in recent, relevant professional development	✓	
Knowledge Skills and Experience		
Delivery of intervention groups		✓
Experience of working as a teaching assistant		✓
Experience of working with children with Special Educational Needs, in particular autism, ADHD, trauma and mental health needs.		✓
Understanding of barriers to learning that face SEND pupils	✓	
Knowledge of working with children with Special Educational Needs, in particular Autism, ADHD, trauma and mental health needs.		✓
Knowledge of a skill or topic that could motivate and inspire students	✓	
Willingness to undertake research and training	✓	
Able to use ICT effectively	✓	
Excellent communication skills with a range of people both verbally and in writing	✓	
Able to diffuse conflict and, with support, manage inappropriate patterns of behaviour.	✓	
Reliable and displays flexibility	✓	
Well organised, practical and resourceful.	✓	
Willingness to provide in class support across a range of different subject areas, including GCSE level.	✓	
Personal qualities		
<i>We ask all staff to demonstrate our CORE values in all we do; as such we want staff to have courage in the face of challenge, optimism that things can and will improve, regard for themselves and others and to show endeavour in their efforts for the school and its community</i>		
Courage	✓	
Optimism	✓	
Regard for self and others	✓	
Endeavour	✓	
Team player who is not scared to use initiative	✓	
Commitment to school improvement and personal professional development	✓	
Highly motivated with the ability to motivate and enthuse others	✓	
Reliable and displays flexibility	✓	
Perseverance and a 'can do' problem-solving approach	✓	
Belief in the power of education to change lives	✓	
Enjoy working with young people	✓	
Willingness to engage with appropriate professional learning and training	✓	
Excellent Communication Skills	✓	
Capacity to support and challenge others	✓	

LOCATION AND FACILITIES

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, a drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.



THE LEARNING SUPPORT FACULTY

The Learning support team is currently led by our SENCo and Deputy SENCo. They are supported by two HLTAs and a team of teaching assistants and communication support workers.

We have a Enhanced Resources Facility (ERF) for our deaf pupils, all of whom access mainstream lessons and a full curriculum. This is primarily led by the Deputy SENCo. We have a dedicated administrator who supports with general administration and communication.

We are looking for people who are sensitive to the needs of SEND pupils within a secondary school setting, who are also developing into young adults. The vast majority of the work covered by the team is within the mainstream classrooms providing support for the teachers and pupils. Learning Support staff tend to work across subject areas so that they develop a wide working knowledge of the curriculum.

Occasionally pupils are withdrawn from lessons into the Learning Support Base for specific interventions; we run both literacy and SEMH programmes to support individual needs. In our most recent Ofsted Inspection, June 2024 we are proud that inspectors noted that we are a 'highly inclusive school' and that 'Pupils with special educational needs and/or disabilities (SEND) are included in all parts of school life'.

We work hard to encourage participation by SEND pupils in a range of opportunities and pride ourselves on making our wide curriculum available to all.

What do we offer staff?

- The opportunity to work in a relational school
- Membership of a talented and creative team of staff
- Access to training to support your professional development



Enabling aspiration and achievement for
all students through delivery of a
knowledge-rich curriculum underpinned
by our CORE values

COURAGE | OPTIMISM | REGARD | ENDEAVOUR

CONTACT INFORMATION

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