

# Albany Academy

## TEACHING ASSISTANT 2 - APPLICATION PACK

FEBRUARY 2025

# **ALBANY ACADEMY**

## **Teaching Assistant 2 required ASAP**

**Scale 4 (£25,584 to £27,269 pro rata)**

**32 hours Part-Time**

**Term time + 5 days (195 days)**

We wish to appoint a highly motivated and enthusiastic Teaching Assistant to join our Pupil Support team.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 727 students currently on roll, the school provides an excellent education within a nurturing and caring environment where every student is well known by every member of staff. As part of Albany Learning Trust, we benefit from being part of a tight-knit, all through school trust.

The successful candidate will join the school at an exciting time:

- Our current Ofsted report recognises the school as being good with outstanding behaviour and safety.
- The school is an active member of several local and national networks and is frequently a source of support for other North West schools.
- The successful candidate will be offered a package of induction and support as well as excellent professional development.

The successful candidate will:

- support the progress and achievements of individuals and groups of learners.
- be able to work effectively as part of a team and have a good standard of English and Maths.
- be flexible, reliable and willing to undertake any necessary training and who can adapt to changes in their role.

If you would like any further information please send your questions to Emer Taylor SENCO via the [vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk) email.

Application documents are available to download in the vacancies section of the school website [www.albanyacademy.co.uk/vacancies](http://www.albanyacademy.co.uk/vacancies)

**Apply online by the closing date of midday, on Monday 3<sup>rd</sup> March 2025, to:**  
[\*\*vacancies@albanyacademy.co.uk\*\*](mailto:vacancies@albanyacademy.co.uk)

Interviews will take place week commencing 3<sup>rd</sup> March 2025.



February 2025

Dear Applicant

## Teaching Assistant 2

Thank you for your interest in the above post Teaching Assistant level 2. Albany Academy is a highly regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other schools, work closely with other providers and have established the first School Trust of its kind in Lancashire. We have strong links with local teaching schools and local primary schools and we are part of the SSAT Leading Edge network and the High Performance Learning network. Several of our staff provide support to other schools.

The successful candidate will support the progress and achievements of individuals and groups of learners. They must be able to work effectively as part of a team and have a good standard of English and Maths. In the current circumstances, we are looking for candidates who are flexible, reliable and willing to undertake any necessary training and who can adapt to changes in their role. We are also looking for someone who will support the wider life of the school.

The ideal candidate would be open to new ideas, collaboration and would enthuse and motivate both students and staff, immersing themselves in the Albany community. This post has come about due to the promotion of the current postholder.

Our school website provides a great deal of further information which you may find useful as part of the application process. Our recruitment procedure includes stringent safeguarding checks, which begin prior to interview. We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

As an employer Albany Learning Trust offers the following benefits:

**Pension:** Access to either the teacher pension scheme or local government pension schemes. These offer defined pension benefits, including generous death in service contribution.

**Salary:** We are proud to be a living wage employer. We offer competitive rates for all roles.

**Travel:** Membership of cycle to work scheme, which offers up to 40% off the price of a bicycle, including e-bikes.

**Support:** Our Employee Assistance Programme (EAP) provides confidential support for staff and their families for both personal and work-related matters.

- We train staff in [Chimp Management](#), which helps with people to manage their mind more effectively, with an approach grounded in neuroscience.
- We have free access to Headspace app, which offers meditation and mindfulness for any mind, any mood and any goal.
- We offer membership of the tech scheme, which offers up to 40% off the cost of personal IT equipment and white goods.

**Priority:** Children of staff have priority admissions to their school.

**Development:** Our high-quality training ensures personal, professional development and allows staff to become expert in their role. A clear progression route within the Trust also provides opportunities to

prepare staff for their next career step. Partnerships with the top professional bodies and training providers ensures high quality, evidence-based training is always available to all staff. All our classroom staff receive training in [High Performance Learning](#) teaching and have access to HPL training pathways. Our leaders are trained by [Leadership Matters](#) and have access to professional leadership qualifications including NPQs.

Please return completed application forms, along with a supporting letter of no more than two sides of A4, before the closing date of mid-day on Monday 3<sup>rd</sup> March 2025. Applications should be submitted electronically to [vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk). I look forward to receiving your application.

If you are successful as a candidate for this post you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Yours faithfully

P Mayland  
**Headteacher**

# JOB DESCRIPTION

## Albany Academy

### Job Title

TEACHING ASSISTANT 2

### Primary Purpose of the Job

To work with class teachers to raise the learning and attainment of students. To promote students' independence, self-esteem and social inclusion. To give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement

### Responsible to

SENCo

### Principal Responsibilities

Working with the students across the curriculum either within the classroom or in a withdrawal session to support the educational needs of the student.

## Duties and responsibilities

### Teaching and learning

- To establish positive, supportive and constructive relationships with students, parents/carers and the wider community to contribute effective ideas and strategies.
- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities
- Support children by providing targeted, specific evidence based interventions either during lessons or after school
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise and support the class while a teacher carries out 1-2-1 or small group intervention during a lesson
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance students' learning
- Undertake any other relevant duties given by the class teacher
- Adhere to and follow the school behaviour system

### Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

## **Working with colleagues and other relevant professionals**

- Communicate effectively with other staff members and students, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

- Promote the safety and wellbeing of students, and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

## **Other areas of responsibility**

- Supervise SEND students over break and lunchtimes.
- To contribute to review of the student(s) progress as appropriate.
- To attend the Open evening and Award evening held annually.
- To contribute to the maintenance of student(s) records and other admin tasks.

The TA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

## Person specification

PERSONAL ATTRIBUTES REQUIRED	QUALITIES	ESSENTIAL (E) OR DESIRABLE (D)	TO BE IDENTIFIED BY: (EG APPLICATION FORM, INTERVIEW, REFERENCES ETC)
<b>Qualifications and experience</b>	Level 2 or 3 Certificate or above qualification – appropriate to the post (or equivalent)	E	A/I
	Level 2 or equivalent qualification in English/ Literacy and Mathematics/Numeracy	E	A/I
	Experience of working with children	E	A/I
	Educated to degree standard	E	A
	Duke of Edinburgh’s Award	D	A
<b>Skills and knowledge</b>	Good literacy and numeracy skills	E	A/I
	Good organisational skills	E	A/I
	Ability to build effective working relationships with students and adults	E	A/I
	Skills and expertise in understanding the needs of all students	E	A/I
	Knowledge of how to help adapt and deliver support to meet individual needs	E	A/I
	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and students	D	A/I
	Excellent verbal communication skills	E	A/I
	Active listening skills	E	A/I
	The ability to remain calm in stressful situations	E	A/I
	Knowledge of guidance and requirements around safeguarding children	E	A/I
	Good ICT skills, particularly using ICT to support learning	E	A/I
	Understanding of roles and responsibilities within the classroom and whole school context	E	A/I
	Knowledge of how to successfully lead learning activities for a group of children	E	A/I
	Additional qualifications or experience of working with children with SEMH, ASC or SLCN.	D	A/I
	First Aid Certificate	D	A/I
	Administrative skills	D	A/I
	Flexible attitude to work	E	A/I

<b>Personal qualities</b>	Enjoyment of working with children	E	A/I
	Sensitivity and understanding, to help build good relationships with students		
	A commitment to getting the best outcomes for all students and promoting the ethos and values of the school	E	A/I
	Commitment to maintaining confidentiality at all times	E	A/I
	Commitment to safeguarding pupil's wellbeing and equality	E	A/I
<b>Other</b>	Commitment to undertake in-service development	E	A/I



# The Albany Way

*We succeed because we care.*

## Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

## Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

## Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

## Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



**ALBANY ACADEMY PPD FRAMEWORK - SUPPORT STAFF**

<b>Role</b>	<b>What can I do?</b>	<b>How might school support me?</b>	<b>CPD opportunities through Links</b>	<b>Opportunities through the local authority</b>	<b>CPD opportunities through National links</b>
<b>Newly appointed support staff</b>	<p>Consider joining a Professional Association or Union</p> <p>Start a continuing professional development (CPD) file</p> <p>Consider your career goals</p> <p>Become familiar with the National Occupational Standards relevant to your role</p> <p>Explore the school and local authority websites</p> <p>Visit the Training and development Agency (TDA) website for the support staff career development framework</p> <p>Become familiar with the Albany Way and read about the policies relevant to your role</p> <p>Find out about the 5 Every Child Matters (ECM) Outcomes for all children and young people</p>	<p>Induction to school in order to:</p> <p>Understand roles and responsibility within the school</p> <p>Understand about school policies and procedures (for example, Safeguarding policies and protocols and the named Child Protection person) Your role, your Job Description and the relevant National Standards</p> <p>Ensure that you understand the probationary period and the mechanisms for performance review</p>	<p>Visit other establishments</p>	<p>Attend local authority development and training courses</p>	<p>Skills for Life – National Literacy/Numeracy Level 2</p> <p>Adult Education</p> <p>Move On/Learn Direct</p> <p>ECDL/ITQ</p> <p>National Vocational Qualifications</p>
<b>Administration and finance</b>	<p>Understand the school improvement plan and the part you can play</p> <p>Maintain a CPD file</p> <p>Reflect upon the National Occupational Standards relevant to your role</p> <p>Consider career goals and discuss with line manager</p> <p>Prepare for and undertake professional development reviews as part of the schools Performance Management arrangements</p> <p>Indicate training needs through professional review</p> <p>Undertake development opportunities</p> <p>Enrol for Basic Skills/L2 Literacy/Numeracy if not already held</p> <p>Participate in mentoring new colleagues</p> <p>Maintain a Professional Development Portfolio</p>	<p>In addition to Induction (above):</p> <p>A clear and up to date Job Description which is discussed during review meetings</p> <p>Participate in Peer Coaching or mentoring</p> <p>Observation and feedback (as part of the performance management process)</p> <p>Peer observation (of and by peers)</p> <p>The school may provide a mentor to support you undertaking work based qualifications</p> <p>Performance management 1:1 meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national occupational standards and career aspirations</p> <p>Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Occupation Standards</p> <p>Opportunities to review school policies and protocols relevant to your role</p> <p>Job Shadowing</p> <p>Participation in staff meetings</p> <p>Opportunities to mentor less experienced colleagues</p> <p>Support to attend training and development identified during performance management</p>	<p>Local support staff networks</p> <p>Training opportunities through local networks</p> <p>Sharing good practice through local networks</p> <p>Best practice visits to other schools</p>	<p>SIMS training and support</p> <p>Courses available through the Local Authority PPD programme</p> <p>Speak to your school PPD Leader</p>	<p>As above plus ...</p> <p>NVQ in Team Leading</p> <p>Certificate in Business Administration</p> <p>Certificate / Diploma in School IOSH Managing Safety Qualification</p> <p>ILM Diploma in Business Management</p>
<b>Caretakers and site managers</b>  <b>Team leaders</b>	<p>As above</p> <p>Mentor and coach new colleagues</p> <p>Undertake development opportunities</p> <p>Consider career goals and discuss with line manager</p> <p>Train as a Reviewer to take a role in Performance Management</p> <p>Seek leadership and management qualification</p>	<p>As Above plus;</p> <p>Provision of information through HSE information</p>	<p>Local support staff networks</p> <p>Training opportunities through local networks</p> <p>Sharing good practice through local networks</p> <p>Best practice visits to other schools</p>	<p>Courses available through the Local Authority CPD programme</p> <p>Speak to your school PPD Leader</p> <p>First Aid at Work</p> <p>Manual Handling</p>	<p>As above (top line) plus ...</p> <p>Certificate in Support Work in Schools</p> <p>Award in health and safety in the workplace</p> <p>Certificate in basic first aid</p> <p>NVQ in property and caretaking supervision</p> <p>Foundation Degree (eg in facilities management)</p> <p><a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers</p> <p><a href="http://www.britsafe.org">www.britsafe.org</a> Managing Safety qualification</p>
<b>Cleaning and site support</b>  <b>Team leaders</b>	<p>As above</p> <p>Mentor and coach new colleagues</p> <p>Undertake development opportunities</p>	<p>As above</p>	<p>Local support staff networks</p> <p>Training opportunities through local networks</p> <p>Sharing good practice through</p>	<p>Courses available through the Local Authority CPD programme</p> <p>Speak to your school PPD Leader</p> <p>First Aid at Work</p> <p>Manual Handling</p>	<p>As above (top line) plus ...</p> <p>Certificate in Support Work in Schools</p> <p>NVQ in Cleaning and Support Services Award in health and safety in the workplace</p>

	Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification		local networks Best practice visits to other schools		Certificate in basic first aid <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers
<b>Kitchen staff</b>	As above	As above	As above	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools Award in health and safety in the workplace Certificate in basic first aid Certificate in basic and intermediate Food Hygiene Award in food safety in catering NVQ in professional cookery
<b>Team leaders</b>	Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification				
<b>Pastoral staff and Teaching Assistants</b>	As above plus; Information available in LPDS publications for example, health and well-being, ethnic minority achievement. Become familiar with the Teaching Assistant standards. Oversee a Learning and Teaching project.	As above plus;	Join networks such as Chorley and South Ribble; Attendance, Equalities, Health. L2/L3 counselling and introduction to counselling qualification.  Runshaw College - NCFE CACHE in supporting teaching and learning L2/L3	LPDS courses, behavior and attendance, well-being, educational visits, first aid, governor training, safeguarding, school support staff, ethnic minority achievement. Moving and Handling training	Best Practice Network. Support staff courses HLTA National qualifications National Leadership courses <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> CPD specific to pastoral staff; safeguarding officers cover supervisors Teaching Assistants Librarians

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