



THE
Eastbourne
ACADEMY
Your future at your fingertips

**Teaching Assistant
INFORMATION**



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Dear Applicant

Welcome to your first step in becoming part of The Eastbourne Academy.
My name is Victoria Stevens and I am both proud and privileged to be Principal here.

We are a well-established school in East Sussex which continues to go from strength to strength. Our most recent Ofsted confirmed for the third time in a row that we are a 'Good school. They said "Pupils are immensely proud of their school and are keen to learn" and that 'There is a consistent energy and enthusiasm regarding the pupils' learning and a desire for them to achieve the highest level they can.' We agree and are all exceptionally proud of our school.

The Eastbourne Academy is set in the picturesque seaside town of Eastbourne, surrounded by the beautiful South Downs. We are fortunate to have excellent buildings with modern resources which provide a warm, welcoming and friendly place to learn that challenges everyone to be their best. With easy train links to Hastings, Lewes, Brighton and London, schools, colleges and universities nearby and plethora of tourist attractions on our doorstep, it really is a wonderful place to live and work.

At The Eastbourne Academy we believe that learning is our core priority. We recognise that continually striving to improve the quality of teaching and learning is key to securing high levels of achievement for all. We aim to foster each student's unique strengths and talents whilst meeting their needs and raising their academic and social aspirations. Students of all abilities will be given every opportunity to learn in order to achieve their full potential. We aim to achieve this by creating a stimulating learning environment where high expectations, and the use of digital technologies are the norm. Every student and teacher is equipped with technology that helps bring subjects to life and supports learning in an exciting and innovative way.

Academic and personal excellence are at the heart of The Eastbourne Academy's curriculum intent. Endeavouring to provide the highest quality education for all, we strive to equip students with the knowledge they need to gain and maintain employment and independence.

We recognise that qualifications are the stepping stone to employability, but also that high aspiration and strength of character are the foundations for long term success.

A wide range of student leadership, arts and sports programmes, trips and visits, and extra-curricular opportunities ensure that the curriculum extends beyond the classroom.

Students will leave The Eastbourne Academy with the essential knowledge and attributes they need to be fully rounded and educated citizens who will be prepared for whatever the future may bring.

This could be your first step to becoming part of this vibrant, successful and inclusive learning community, where both students and staff thrive. I invite you to come and see for yourself what makes us so special.

Kind regards,

A handwritten signature in black ink, appearing to read 'Victoria Stevens', with a long horizontal flourish extending to the right.

Victoria Stevens.

WELCOME

Dear Applicant,

Thank you for your interest in this role within Swale Academies Trust. Swale Academies Trust is one of the leading Multi-Academy Trusts in the south east with a highly effective record in school improvement. We are currently looking for outstanding leaders and teachers to join us as we grow. Swale Academies Trust consists of a group of primary and secondary schools based in Kent, East Sussex and South London. We are also working with a number of schools who require support prior to joining the Trust. We have a very strong track record in school improvement and are looking for dynamic people who want to transform children's lives in some of the most challenging educational contexts in the region.

We are looking for ambitious professionals who are interested in working with pupils from diverse communities in some of the region's most challenging schools. We want energetic, inspiring classroom practitioners who are highly motivated and committed to the profession. We recognise the importance of a well-ordered teaching environment for staff to flourish. Parents and teachers provide regular positive feedback about our work to create a positive climate for learning. As a result, Ofsted visits identify pupils' conduct as a strength across the Trust. We want teachers who are keen to make a positive difference to children's lives, are proud of the students they teach, the work they produce and share this pride in the achievements of all.

Our salary package, continued professional development and additional benefits are some of the best in the sector. We invest in our staff at every level with a wide range of coaching programmes, delivered across our schools, including Westlands, the Trust Teaching school. We also work closely with a number of external partners such as the University of Kent to support leadership development across our family of schools. All of our schools are unique and reflect the communities they serve but they work closely together to support each other and collaborate to raise standards. Teachers identify the well-structured collaboration as a key factor in improving their practice but also improving their work-life balance.

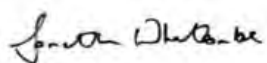
Since its creation in September 2010, Swale Academies Trust has become a strong and successful school improvement service, specialising in taking schools in Ofsted category and turning them into good schools. A glance at the most recent Ofsted reports for Beaver Green Primary School, South Borough Primary School, Meopham School, Regis Manor Primary School, Westlands Primary School, Istead Rise Primary School and The Sittingbourne School, will all point to the effectiveness of the Trust in bringing about change and providing and enabling excellent leadership. First and foremost, Swale Academies Trust is about the provision and development of high quality leadership and management.

Our ambition is driven by enabling schools and children to succeed. We have a wide range of excellent and highly accomplished senior leaders who lead with a sense of purpose, charisma and a set of shared values. The Trust is fortunate to be overseen by a Board of Directors who share leaders' values and provide the highest quality challenge and support.

We are proud of our schools and strive for a sense of shared pride in the achievements of all of our students.

We look forward to receiving your application.

Yours sincerely,



Jon Whitcombe
Chief Executive Officer

JOB DESCRIPTION



Job Title: Teaching Assistant
Grade: SAT 3
Responsible to: SENDCo

Purpose of the Job:

To work with teachers to support teaching and learning, providing general and specific assistance to pupils and staff under the direction, guidance and direct supervision of the classroom teacher.

Note on the use of this job description:

This JD may also be used for Teaching Assistants providing 1:1 support to a designated pupil.

Main duties and responsibilities (Accountabilities):

- Work with individuals or small groups of pupils in the classroom under the direct supervision of teaching staff and provide feedback to the teacher.
- Support pupils to understand instructions support independent learning and inclusion of all pupils.
- Support the teacher in behaviour management and keeping pupils on task.
- Support pupils in social and emotional well-being, reporting problems to the teacher as appropriate.
- Prepare and clear up learning environment and resources, including photocopying, filing and the display and presentation of pupils work and contribute to maintaining a safe environment.

Teaching Assistants in this role may also undertake some or all of the following:

- Record basic pupil data.
- Support children's learning through play.
- Assist with break-time supervision including facilitating games and activities.
- Assist with escorting pupils on educational visits.
- Support pupils in using basic ICT.
- Invigilate exams and tests.
- Assist with pupils' personal needs including toileting, hygiene, dressing and eating, as well as help with social, welfare and health matters, reporting problems to the teacher as appropriate. Physically assist pupils in activities (may involve lifting, where mobility is an issue).
- Assist with pupils on therapy or care programmes, designed and supervised by a therapist / teacher.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the Trust services.

PERSON SPECIFICATION



	CRITERIA	ESSENTIAL/ DESIRABLE
Qualifications	<ul style="list-style-type: none"> English, Maths and Science GCSE (or equivalent) grade C or above, or significant relevant experience. 	E
	<ul style="list-style-type: none"> Evidence of other TA related qualifications and/or training courses. 	D
Experience	<ul style="list-style-type: none"> Experience of working with children in a similar environment. 	E
	<ul style="list-style-type: none"> Experience of supporting pupils with medical needs. 	D
	<ul style="list-style-type: none"> Experience in supporting those with specific learning difficulties. 	D
Skills and Abilities	<ul style="list-style-type: none"> Proven ability to communicate effectively both orally and in writing. 	E
	<ul style="list-style-type: none"> A willingness to learn. 	E
	<ul style="list-style-type: none"> Experience in Phonics. 	D
	<ul style="list-style-type: none"> An understanding of the needs of SEND pupils. 	D
	<ul style="list-style-type: none"> Experience of reading and scribing for pupils. 	D
Knowledge	<ul style="list-style-type: none"> Understanding the issues surrounding the safeguarding of children and commitment to child welfare and safety. 	E
	<ul style="list-style-type: none"> Working knowledge of relevant policies / codes of practice and awareness of relevant legislation. 	E
Personal qualities	<ul style="list-style-type: none"> Team player. 	E
	<ul style="list-style-type: none"> Initiative. 	E
	<ul style="list-style-type: none"> Commitment to the role. 	E
	<ul style="list-style-type: none"> Positive approach and flexibility. 	E
	<ul style="list-style-type: none"> Commitment to CPD. 	E

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to mel.hopkins@swale.at or by post to the following address:

Mrs Melanie Hopkins
The Eastbourne Academy
Brodrick Road,
Eastbourne,
East Sussex
BN22 9RQ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Eastbourne
- The Eastbourne Academy, Eastbourne
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

SWALE ACADEMIES TRUST SAFEGUARDING POSITION

Introduction and Ethos

Swale Academies Trust is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. All schools within the Trust recognise their moral and statutory responsibility to safeguard and promote the welfare of all children.

Trust Schools recognise the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Trust core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

- Prevention (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures)
- Protection (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns)
- Support (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm)
- Working with parents and other agencies (to ensure appropriate communications and actions are undertaken)

The procedures contained in our policy apply to all staff and governors and are consistent with those of each school's local safeguarding boards.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's Privacy Notice for job applicants for information about how we use any personal data about them we hold.

This can be downloaded here: <https://www.swale.at/page/?title=Privacy+Notice&pid=33>



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