Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST

INFORMATION FOR APPLICANTS





TEACHING ASSISTANT

B1/B3 points 5-11 – actual salary £13431-£15427 pa

31 hrs pw term time only + 2 days

Fixed term to 31 August 2022 due to funding





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Thank you for your enquiry regarding this post.

Please look on the school's website www.princehenrys.co.uk for more information about the school and for relevant policies e.g Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the Headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the HR Office.

The closing date for applications is 8 October 2021 at noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately and interviews will be held on Tuesday, 14 October 2021.

Following the closing date, a recruitment panel will read the information provided and ensure it matches our person specification, shortlisted candidates will then be invited in for interview and references taken. On the interview day a number of sessions may be organised which may include completing a typing, written or data task, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure & Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

Prince Henry's is a non-smoking/vaping site.

Please note it is the school's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THIS POST

THE INCLUSION TEAM

The Inclusion Team is a highly successful team led by a SENCO and managed by the Assistant Head Teacher: Learner Support. The Team is staffed by an Inclusion Officer**:** SEND and Teaching Assistants.

At present there are 19 students with Educational Health & Care Plans and there are approximately 180 students on the Special Educational Needs Register.

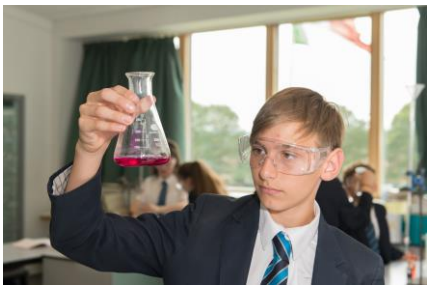
Since being revalidated with the Inclusion Chartermark, which gave us an opportunity to share and celebrate our inclusive practice, the team has continued to maintain and build highly successful relationships with faculties and staff in school. The input and achievement of our Teaching Assistants is greatly valued by staff, students and parents/carers.

TA's are attached to a faculty area but will work with a range of faculty areas to support groups and/or individuals, developing resources and supporting Faculty Leaders and teachers to best meet the needs of all students.

Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST

INFORMATION FROM THE HEADTEACHER


Dear prospective applicant

Thank you for expressing an interest in the Teaching Assistant vacancy at Prince Henry's.

Prince Henry's is an over-subscribed comprehensive school with over 1630 students (and growing!) – including around 320 in the Sixth Form. Our extremely positive Ofsted Report confirms us as a good school with outstanding student behaviour and outstanding leadership and management. Regardless of our current success, we strive for the continuous improvement of our educational provision so that our students are fully prepared for 21st century society. We serve the market town of Otley (in the Wharfe Valley) and the surrounding villages including Pool, Bramhope and Adel. The Wharfe Valley is a wonderful region in which to live and work. It is close to areas of outstanding natural beauty, yet also benefits from good transport links to key towns and cities across the country.

Prince Henry's Grammar School has a rich history dating back to its Royal Charter of 1607 when the core values of hard work, discipline, high achievement and 'virtue' were first established. Such high standards, in both the academic and broadest sense of the word, continue as the underlying principles of all that we do. Our behaviour and achievement policy, known as Positive Discipline, is central to this. The system rewards students for what they do well, whilst also providing a framework within which misdemeanours are challenged and sanctioned in a consistent manner. This results in the extremely positive attitudes to learning that exists amongst our students and helped secure the 'outstanding' behaviour and safety grade awarded in our Ofsted inspection. Prince Henry's is an enjoyable place to work and learn and we aim to appoint colleagues who share our commitment to high professional standards.

Our focus on equality and diversity has a significant impact on the philosophy and operation of the whole school. An international perspective is evident in all areas of school life and all colleagues are expected to deal with issues of global citizenship and equality through their role in school. Prince Henry's is the first high school in the area to have been awarded the British Council's prestigious International School Award on five occasions, and was the first high school in the country to be awarded the Global Schools Award at Level 3. Typically, over 400 students take part in one of a dozen or more foreign trips and exchanges each year.

Our commitment to promoting equality and celebrating diversity lies at the heart of our vision, and we have received national acclaim for our work in this respect. The school holds the highest level of the Stephen Lawrence Education Standard and is now engaged in supporting other schools to develop their own inclusive practices.

Extra-curricular and enrichment provision is rich and varied. There are strong sporting traditions (including rugby, netball, hockey, athletics and swimming) and considerable interest in outdoor pursuits through a successful Duke of Edinburgh Award programme. Music, drama and a variety of other activities also flourish. Many students also benefit from the high quality enrichment opportunities offered in most curriculum areas. The governors are anxious to appoint staff who will support the vibrancy of our school.

Prince Henry's has been designated as a National Support School by the DfE, and gained Sponsor Academy status in September 2018 subsequently forming the Collaborative Learning Multi Academy Trust in order to support the next stage of the school's development. The Trust is founded on existing partnerships and is in the initial stages of growth. We are proud of what we have achieved so far and excited about the future. Currently all teaching staff and all students in Years 7 to 13 have iPads as part of our "iPads for Learning" scheme. This is another example of how Prince Henry's is at the forefront of educational development and is actively planning for a sustainable future.

Of particular interest to new members of staff is the emphasis placed on high quality professional development. Prince Henry's is a strategic partner in the Red Kite Teaching School Alliance and as such we work with our partners to develop and deliver high quality CPL to staff in our own school and across the region. This ensures good access to development opportunities for our teaching and associate staff.

A number of services and benefits have been developed including such things as free coffee/tea at break time, parking, annual flu vaccinations, access to Cycle to Work and Computer schemes, corporate gym membership, staff takeaway meal service through Henry's Diner, long service awards and social events organised by the Staff Committee. There is also an opportunity for the children of staff to access the excellent education available at Prince Henry's in line with the Admissions Policy.

I hope that after reading the information about our school and the vacancy you will want to submit an application. Please clearly describe your relevant skills & abilities, knowledge and experience (see Person Specification) in the appropriate sections of the application form and explain why these make you an ideal candidate for this post.

Yours faithfully



Ms Janet Sheriff
Executive Headteacher

Prince Henry's Grammar School

COLLABORATIVE LEARNING TRUST

JOB DESCRIPTION

TEACHING ASSISTANT

Name:	
Subject:	**Teaching Assistant**
Responsible to:	**SENCO/Faculty Leader**
Contract Type:	**Permanent/Fixed term until 31 August 2022 due to funding**
Salary Grade:	**B1/B3 (points 5-11)**
Normal Working Hours:	**31 hours per week term time only + 2 days** **8.30 am to 4.00 pm (30 mins for lunch) Mon** **8.30 am to 3.00 pm (30 mins for lunch) Tues-Fri**

The Inclusion Team comprises a SENCO, Inclusion Officer: SEND and Teaching Assistants.

At Prince Henry's Grammar School responsibility for ensuring appropriate provision for students with Special Educational Needs lies with every faculty and teacher. Advice and support is provided by the Inclusion Team. Faculties are responsible for ensuring that the curriculum is accessible to all students and they are supported in this by the Teaching Assistants.

Purpose of Role:
Teaching Assistants work under the direction of the SENCO, Faculty Leaders, Inclusion Officer: SEND and the Class Teacher. Support is for **all** students with whom the TA comes into contact.

TA's will work with a range of faculty areas to support groups and/or individuals, developing resources and supporting Faculty Leaders and teachers to best meet the needs of all students.

Main Duties:
1. Work in partnership with class teachers to enable students to access the curriculum
2. Promote a positive and inclusive learning environment in the classroom and encourage students to achieve their personal best
3. Promote and support the inclusion of all students, including those with specific needs across all learning experiences
4. Assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
5. Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage positive behaviour and interactions from all students
6. Work with individuals or small groups in the classroom, Learning Support Unit or elsewhere as directed

7. Assist the SENCO in collecting information for reviews
8. Maintain records as appropriate to better inform SENCO and Faculty Leaders regarding support for all students
9. Assist Personal Tutors/Progress Leaders/Year Managers with pastoral issues
10. Liaise with parents/carers when necessary
11. Identify any concerns regarding students learning and communicate this with appropriate staff
12. Assist with the supervision of students out of lesson times e.g. visits/trips, clubs, extra-curricular activities, break and lunchtimes
13. Attend Faculty Meetings (usually Monday), SENCO briefing and other relevant meetings and training as required
14. Liaise with Faculty link to support development of the curriculum and achievement for all students, including alternative qualifications.
15. Keep up to date regarding students' needs, effective support strategies
16. Provide access arrangements for designated students for internal examinations
17. Support vulnerable students with personal health and hygiene

Generic Duties:

18. Be a positive role model to all students in their presentation and their personal/professional conduct
19. Be aware of and comply with policies and procedures relating to the school and child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
20. Be aware of and comply with the code of conduct, regulations and policies of the school
21. Be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements
22. Be aware of and support differences, ensuring all students have equal access to opportunities to learn and develop
23. Contribute to the overall ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
24. Appreciate and support the role of other professionals
25. Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times
26. Establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school
27. Recognise own strengths and areas of expertise and use these to advise and support others
28. Participate in the School's Performance Appraisal process and seek to develop knowledge and skills through professional development opportunities
29. Carry out any other duties commensurate with the grade of the post, as directed by the Headteacher

Many of the above depend on the style of teaching used in the mainstream classroom and the skills of the individual support staff. However, the development of a good working relationship between the subject specialist and the support staff will enable them to work together for the benefit of all students.

Supporting the Teacher
A TA who is well informed and confident will enhance the work of the students, help them to stay on task, help the teacher to set more ambitious learning tasks, provide more speaking, reading and writing opportunities for students, and make useful contributions to lesson plans, Pupil Centred Passports and students' targets. The teacher has the responsibility for what is being taught and for the conduct of the students. However, all the evidence shows that the team of teacher and TA works well when the TA is informed by the teacher of the plans and intentions for the lesson.

The TA provides support to the teacher and through this to students and to the teaching of the curriculum. The TA works under the direction of the teacher, whether in the whole class or on their own with a small group of students or an individual.

TAs should contribute fully to the information held on students, including the nature of the difficulties that hamper students' progress. Teachers should be able to recognise and take full advantage of the detailed knowledge the TAs gain on individual students. Feedback to the teacher by the TA after small group or individual work contributes to the teacher's assessment of the students and provides information that is valuable in planning future work. TAs will use and create differentiation strategies and resources to support learning to be shared/created/collaboratively with teaching staff.

In accordance with guidance provided within the School's Positive Discipline Policy a TA can provide valuable reinforcement in dealing with behaviour problems and potential disruptive behaviour from students. Teaching Assistants should always work under the direction of the classroom teacher when they are involved in supporting the Positive Discipline policy.

Supporting the School
The TAs at Prince Henry's Grammar School are not only part of the staff but are part of a very successful team, and as such will translate school policies into practice and further the ethos of the school.

Performance Appraisal
The SENCO will act as the TA's line manager for appraisals but will receive input from the relevant Faculty Leaders. The school will regularly review the performance of all TAs and will commit to necessary training. This appraisal (or personal review) is an opportunity for the TAs to discuss their professional needs with their line manager. Appraisals will be carried out annually.

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

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PERSON SPECIFICATION

TITLE OF POST	**TEACHING ASSISTANT**		
AREA	**INCLUSION**		
SPECIFICATION PREPARED BY	SRN/DNJ		
DATE	April 2021		
Skills & Abilities		**Essential/ Desirable (E/D)**	**How identified**
1.	To work effectively with, and command the confidence of, the Assistant Headteacher Learner Support, SENCO, teaching staff and senior leadership within the school	E	Application and Selection process
2.	To engage constructively with, and relate to, a wide range of young people and families/carers with different social backgrounds	E	
3.	To identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
4.	To see the TA role as a post designed to achieve the targets in the Pupil Centred Passport	E	
5.	To work effectively in a student centred way to fulfil the duties on the job description.	E	
6.	To inspire, motivate and engage students encouraging them to learn	E	
7.	To work in a positive and flexible way	E	
8.	Good ICT skills and the ability to use ICT effectively to support learning	E	
9.	First Aid	D	
Knowledge		**Essential/ Desirable (E/D)**	**How identified**
1.	Willingness to develop knowledge of school/education and SEND provision	E	Application and Selection process
2.	Willingness to develop knowledge of how to identify existing potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
3.	Understanding of principles of child development and learning processes	D	
Experience		**Essential/ Desirable (E/D)**	**How identified**
1.	Recent relevant experience working with young people whose learning may have been impeded due to a range of circumstances	D	Application and Selection process
2.	Recent work in a school or other organisation dealing with young people	D	
Qualifications & Training		**Essential/ Desirable (E/D)**	**How identified**
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ, A Level	D	
3.	Social work, youth work, counselling, or mentoring qualification	D	

Other Requirements		Essential/ Desirable (E/D)	How identified
1.	Ability and desire to learn new skills and to take part in further training	E	Application and Selection process
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Flexible attitude towards working hours e.g. start and finish times, to fit in with the needs of the school	E	
4.	Commitment to upholding the school's aims, procedures and policies	E	
5.	Commitment to continued professional development	E	
Equal Opportunities		**Essential/ Desirable (E/D)**	**How identified**
1.	Acceptance of, and a commitment to, the principles of the school's equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to gender, race and disability in an educational context	E	
Safeguarding		**Essential/ Desirable (E/D)**	**How identified**
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Has appropriate motivation to work with children and young people and can relate to them	E	
3.	Displays commitment to the protection and safeguarding of children and young people	E	
4.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and the action to take if necessary	E	
Circumstances - Personal		**Essential/ Desirable (E/D)**	**How identified**
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/vulnerable clients/ finance	E	Completion of Criminal Background declaration and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration

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GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

References
Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees. If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required. Safer Recruitment procedures require that we contact at least one referee before interview.

Employment History
Please list previous appointments in sequence, current or most recent first. Please include your grade/amount of salary in the Position Title e.g. Teaching Assistant B1 £12000. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

Education History
Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and all GCSEs together in one box along with the grades obtained.

Other Courses or Professional Development
Please include any professional development that may be relevant including dates and grades obtained.

Information to address the Person Specification
Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

Rehabilitation of Offenders Act 1974
All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. However, amendments to the Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected'. These are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website.

Shortlisted candidates will be asked to provide details of all unspent convictions and those that would not be filtered, prior to the date of the interview. You may be asked for further information about your criminal history during the recruitment process. If your application is successful, this self-disclosure information will be checked against information from the Disclosure & Barring Service before your appointment is confirmed.