



Teaching Assistant The Cheadle Academy

RECRUITMENT PACK



The Cheadle Academy. A company limited by guarantee, registered in England and Wales, number 7694080.

The Cheadle Academy
Station Road
Cheadle
Staffs
ST10 1LH
01538 493900

office@theheadleacademy.co.uk
www.theheadleacademy.co.uk



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Teaching Assistant

Term-time only plus 6 days

32.5 hours per week 8.30am – 3.30pm

Grade 5

FTE £20,043 - £21,269

Actual salary £15,220 - £16,151 (Pay award pending)

The Cheadle Academy is seeking to appoint an enthusiastic and inspirational Teaching Assistant. The Governors are looking for an individual who has the ability and desire to become an outstanding practitioner and contribute positively to the wider inclusive school community.

You would be joining a dedicated team of professionals to work under the direct instruction of the SEND Manager, to co-ordinate the support provision for students with special educational needs in the classroom as well as extracted intervention. Furthermore, you would be supported by a friendly, supportive and professional team of staff with a commitment to provide Continuing Professional Development. A comprehensive induction programme is in place for the successful candidate.

The Cheadle Academy is an equal opportunities employer committed to safeguarding and promoting the welfare of children and this position is subject to an Enhanced Disclosure check.

For further details and an application pack please visit the school website

Visits to the school are welcome and can be arranged by contacting Mrs Alkins (Admin Officer) on 01538 493900 or by emailing recruitment@theheadleacademy.co.uk

Closing date for applications: Monday 26th September 2022

Interview Date: Thursday 29th September 2022

Start date: ASAP

PRINCIPAL
Mr N Jamieson
BA Hons, PGCE, NPQH



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Dear Applicant,

Thank you for taking the time to consider applying for the post of Teaching Assistant at The Cheadle Academy. As its Principal, I would like to share with you some of the factors that attracted me to work here. The main appeal was, of course, the immense potential of The Academy to be judged, by everyone's standards, as outstanding.

Our recent Ofsted inspection in May 2019, has rated the academy as Good in every aspect of its work.

- "The headteacher and senior staff are relentless in their determination to make this school **a beacon of excellence** in the local community and provide the very best education for its pupils."
- "**Pupils are proud of their school** and are courteous and show respect for each other and for visitors"
- "The school is **extremely pupil-centred**. Pupils lie at the heart of everything and they are extremely well cared for and supported."
- "There is an **exceptional culture of safeguarding** in the school"
- "Leaders have created **a fully inclusive school**, where pupils feel valued, supported and nurtured"
- "The **behaviour of pupils is good**"
- "**Pupils are proud of their school** and speak highly of it, wearing their uniform with pride".
- "The **school is a calm**, orderly environment. Pupils are polite and courteous."
- "**Teaching is good**"
- "Students' **outcomes are good**"

Are you a dynamic and inspirational person? Are you ready to help our pupils reach their full potential? We are looking for a with the drive and ability to support innovation and progress, who puts the best interests of students at the forefront of their work.

The Cheadle Academy is a popular 11-18 inclusive comprehensive school serving the close knit community of Cheadle and the surrounding villages. The whole community takes a keen interest and pride in the achievements of its students. Our staffing compliment is 29 teachers and 20 support staff. We have 478 students on role and our own *Cheadle Sixth Form College*, offering a wide range of A Levels and some vocational courses to support the students of Cheadle and the surrounding area.

There is an emphasis on a caring, inclusive academy in which all staff take responsibility for the protection and safety of our students. We are an equal opportunities employer and aim to provide equality of opportunity and access to all. The Cheadle Academy has a strong track record of collaborative work with

our primary feeder schools, other institutions and groups of school, which will continue to develop in the future.

Every child's journey through our Academy is important to us. We intend to ensure that every child receives nothing but the highest levels of academic and pastoral support, as we build a school dedicated to achieving my underlying philosophy of promoting success through partnership and challenge. Please review the recruitment pack before completing your application form. Please do not send a CV with your application form.

I would like to thank you for your interest in this post, and our Academy, and wish you every success with your application.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'N Jamieson', written over a light blue rectangular background.

Mr Neil Jamieson
Principal

SAFEGUARDING

The Cheadle Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The school follows safer recruitment practices and the successful applicant will be required to apply for an enhanced Disclosure and Barring Service check.

We are passionate about promoting British values, which is evident through our curriculum and the routines of our daily school life.

VISION AND VALUES

*“Leaders are committed to making this school **a beacon of excellence and all share in this vision**. They have the drive, determination and capacity to improve the school further.” (Ofsted 2019)*

The Cheadle Academy is a school which puts the child at the heart of everything we do. We are a fully inclusive school who through partnership with our teachers, pupils and parents ensure that every child becomes the best they can be. We aim to be an outstanding community based school that nurtures motivated and curious children, promoting success that inspires and empowers a generation of lifelong learners.

APPLICATION PROCESS

Teaching Assistant -

Key Dates:

School tours available on request, please telephone Mrs T Alkins on 01538 493900 to arrange.

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Interview Date: Thursday 29th September 2022

Start date: ASAP

We do hope that you apply and, if you do, you need to submit a fully completed application form by the closing date above. Please note that we do not accept CVs and no applications will be accepted after the closing date. Shortlisting will be based on the information contained within your application form only.

Your application should be emailed for the attention of Mrs T Alkins to:

recruitment@theheadleacademy.co.uk

or post it to:

**Mrs T Alkins
Admin Officer
The Cheadle Academy
Station Road
Cheadle
Stoke-on-Trent
Staffordshire
ST10 1LH**

For further enquiries, please contact the school on 01538 493900

We look forward to receiving your application.

The Cheadle Academy

Teaching Assistant

Grade 5

Statement of Purpose

To work under the direct instruction of the SEND Manager, SENCO and teaching staff, to co-ordinate the support provision for students with special educational needs in the classroom as well as extracted intervention. Provide specific support to the teacher in the care of students and management of the classroom.

Support to Students

- To plan and deliver intervention sessions
- To support teaching and learning in collaboration with class teachers
- Provide pastoral support to students within the school environment.
- To contribute to raising standards by ensuring high expectations are promoted for students.
- Involvement in the Implementation of Pupil Passports/Behaviour/Support/Mentoring plans
- Provide general support to students, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Encourage students to interact with others and engage in activities led by the teacher.
- Assist students in matters of personal needs and their physical health including first aid, intimate care and welfare matters.
- Assist students with their social, emotional and mental health

Support to SENCO and Teaching Staff

- To act as Cover Supervisor during teacher absence under the direction of a teacher/designated member of staff. *Cover will be in accordance with the nationally agreed protocols and as provided for in the Education Act 2002. (The role of Cover Supervisor will be to supervise and take sole responsibility, for short term cover only, for a class/group who are undertaking pre-planned work or where students are able to undertake effective, self directed learning 1 [1].)*
- Support the SEN department and the teacher in the development and implementation of Pupil Passports.
- Assist in maintaining classroom discipline through the implementation of the academy's Behaviour Policy.
- Supervise students for a particular curriculum activity under the supervision and guidance of a qualified teacher.
- Assist the teacher with the planning of learning activities.
- Provide detailed and regular feedback to any stake holder on students' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.
- To maintain accurate records of student progress in lesson as well as extracted interventions

- To input data to assist with the monitoring of students
- Provide information and/ or attend review or agency meetings

Support to First Aid

- To administer first aid to students, staff and visitors as required.
- To liaise with parents/carers over student medical and first aid issues.
- To ensure care plans are regularly updated and information is current and made available to teaching staff with regard to trips/school activities.
- Liaise with the SENCO over students with specific medical needs.

Support to Curriculum

- To provide support in literacy/numeracy/SEN strategies.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Contribute to curriculum planning, evaluation and implementation.
- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation and dissemination of appropriate materials.
- Be aware of and liaise with organisations and individuals who provide support for the pupil.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all students have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.

- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Person Specification

Experience

- Supporting children's learning in a school.
- Previous experience of working to support children's learning, gained in a relevant environment.
- Experience of working with pupils with additional needs.

Qualifications/Training

- Good numeracy/literacy skills.
- NVQ Level 3 for Teaching Assistants (or recognised equivalent qualification).
- Full First Aid Certificate.
- Training in the relevant strategies such as Asdan

Knowledge/Skills

- Full working knowledge of relevant policies/codes of practice.
- Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Key Stage 3 and 4.
- Use of other equipment technology.
- Excellent interpersonal skills to be able to relate well to a wide range of people.
- Work constructively as part of a team whilst being able to demonstrate initiative.
- Good communication skills.
- Effective use of ICT to support learning.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Excellent numeracy and literacy skills.
- Ability to communicate effectively both orally and in writing.
- Understanding principles of child development and learning processes and in particular, barriers to learning.
- Ability to support the social, emotional and mental health of students

Behavioural Attributes

- Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.
- Open, honest and an active listener.
- Takes responsibility and accountability.
- Committed to the needs of the students, parents and other stakeholders and challenge barriers and blocks to providing an effective service.
- Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations.
- Is committed to the provision and improvement of quality service provision.
- Is adaptable to change/embraces and welcomes change.
- Acts with pace and urgency being energetic, enthusiastic and decisive.
- Communicates effectively.
- Has the ability to learn from experiences and challenges.
- Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.