



Candidate Pack

Teaching Assistant
ACE Tiverton School



Headteacher's Welcome

Dear Candidate,

ACE Tiverton is a new 11-16 special school. We opened in September 2019 with 35 students across Years 7-11. This year we have expanded to ~~60~~85 students and we expect to be full in September 2023~~1~~ with up to ~~75~~100 students. We are a Free School Academy with a designation focused on education and supporting students with a diagnosis of Autistic Spectrum Condition and related Social, Emotional and Mental Health needs.

All of our students have an EHCP (Education, Health and Care Plan) and are supported in their tutor and teaching groups by teachers and teaching assistants. We aim to keep our groups small with no more than 10 students, allowing us to deliver the personalised, differentiated learning that enables our students to succeed.

Our school is a welcoming, inclusive and safe learning environment in which vulnerable ~~pupils~~students are valued, cherished and nurtured. Our priority is engagement and strong relationships. Our students are all bright, humorous and interesting young people with their own backgrounds, stories and contexts. Many have been out of full-time education for significant periods before coming to us. They thrive in an environment built on mutual respect, genuine interest and transparency. 'Unconditional positive regard' is our mantra and we firmly believe that every day is a new start.

Our talented, experienced team of staff take pride in working relentlessly to ensure that every individual leaves us as a confident young adult who is well prepared for their life after Year 11, whether they go into employment or take up further education opportunities. At times, such as when meeting new staff for the first time, our students can be challenging and seek to test out boundaries and expectations. If you are motivated to create excellent educational experiences, have inspirational interactions and rewarding relationships with students who deserve amazing adults who care, are curious and driven by a desire to enable them to be the very best they can be, then we are the school family for you.

If, after reading this pack, you are interested in being part of our fantastic team, please contact us to arrange a tour of our school building – visits are warmly encouraged, ~~although these will need to be after 2pm due to Covid restrictions~~. Thank you for your interest and good luck with your application!



Hannah Smart
Headteacher

About the role

Job Title: Teaching Assistant

Grade: C (NJC), Spinal Point 5 or D (NJC), Spinal Point 8 Depending on level of qualification

Salary From: Actual salary Grade C £14,781 per annum, Grade D £15,685 per annum

Contract Type: ~~Full Time, Permanent~~ Fixed Term Contract of one academic year, linked to student specific funding. ~~Full Time~~

Closing Date: ~~Thursday 29th September 2022~~ 23rd June 2022

Interview Date: ~~W/C 27th June 2022~~ 6th October 2022

Start Date: ASAP September 2022 pending pre-employment checks and notice periods

Job Title	Teaching Assistant
Reporting To	Subject Class Teacher
Line Manger	TA Co-ordinator
DBS Check Required	Enhanced

Role Summary

In response to the needs of specific students, we are seeking to appoint two individual support Teaching Assistants. As part of our planned expansion, we are looking to recruit additional full-time Teaching Assistants to ~~The core purpose of this role is to facilitate and enable access to learning for the individual students. In addition, the successful postholder will provide specific therapeutic support in line with the students' Education Health and Care Plan for which full training will be delivered. support high quality teaching and learning to KS3 and KS4 classes from September 2022.~~

We currently have a strong team of specialist TAs from a diverse range of backgrounds who mainly assist in one subject area, based on their skills, experience and areas of interest or an interest in supporting a KS3/4 Nurture Group. SEN/ASC experience could be an advantage, but our overriding priority is to find the right people to join our team and full training will be given.

You will work with a team of Teachers and ~~Pastoral~~ Student Support Assistants to equip students with life skills that will enable them to thrive as independent, skilled adults who can navigate the multiple demands of the wider world. We are looking for proactive, resilient practitioners with the ability and flexibility to act as a key person for ~~a~~ an individual small group of students, overseeing delivering specialist and ~~pastoral learning~~ support, alongside assisting with the teaching and learning across the full curriculum accessed by each student. ~~of a specialist subject to all classes.~~

We are developing an excellent reputation for providing student-centred learning and support with the highest level of challenge to ensure our students attain the highest standards of personal, social, emotional and academic development. We have ~~6085~~ students currently on roll and a further 15 students joining in September 2023~~1~~, all of whom are in receipt of an Education, Health and Care Plan. If you want to help us deliver bespoke, innovative education tailored to the needs of our unique students, then we would love to hear from you.

For more information or an informal discussion please contact the
Lead Administrator, Stacy Fagg on 01884 763 140 or
email stacy.fagg@transformingfutures.org.uk Apply by sending your completed application to
TFTrecruitment@deltaservices.co.uk
Please note we are unable to accept CV's or applications submitted in a PDF format.

What we can offer you

As a new school, there are many exciting benefits to working at ACE Tiverton. Not only are we located in the centre of Devon with excellent transport links, we can also offer you:

- The chance to be part of a new and growing school community and to influence how we evolve over the next few years.
- A brand-new £4.5 million building with state-of-the-art facilities and resources, including laptops for all students and teachers, and Wi-Fi enabled mobile devices for support staff.
- A strong, happy, experienced team of staff - plus two therapy dogs and a tortoise!
- Access to high quality CPD, including Team Teach physical intervention training.
- The opportunity to be involved in developing a new curriculum from scratch.
- A school day running from 8am-2pm with an early finish of 1:30pm on Fridays.
- Freshly prepared hot meals provided by our own school chef.
- The opportunity to work alongside a multi-disciplinary team to provide support for students.
- Health Shield provide our employees with a range of benefits including funded physiotherapy sessions, counselling sessions, free eye tests, member discounts, great deals and cashback on shopping, travel, and restaurants.

Job Description

Summary of Key Duties

Job Purpose

To contribute to the school's passionate belief that behaviour is a form of communication and as such be committed to relationships with children which foster empathy, and which are based on playfulness, acceptance and curiosity. Under the direction/instruction of Senior Staff, provide general support to students and staff, including preparation, routine and maintenance of resources/equipment.

Responsibilities

Support for individual students to access in accessing learning activities across the curriculum including Learning Outside the Classroom, as directed by the Teacher or /Senior Staff, in line with the student's Education, health and Care Plan to include, but not be limited to: -

- Support and encourage students to engage in learning activities, and promote positive relationships between all in the school community
- Assist with the supervision of students during off-site activities,
- Be aware of, and comply with Policies and Procedures relating to: - Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s
- Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
- Be an effective model of the expected behaviour of students, communicated through the use of trauma informed and trauma sensitive strategies.
- To support in the development of Individual Education Learning Plans, One Page Profiles and Five Point Scales.

Support for the Academy to include Professional Expectations:-

- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals, and maintain positive working relationships
- Attend relevant meetings as required
- Participate in training, learning activities, performance development, and maintain record of own professional development

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General Duties

- Promoting-Enabling independence in lifeskills, learning and navigating the social and academic world.
- Employing a range of strategies to recognise and reward achievement of self-reliance for pupils/students
- Using specialist (curricular/learning) skills/training/experience to support pupils/students
- Assist with the development and implementation of Individual Education Plans (I.E.Ps)
- You will be responsible for keeping and updating records and for the marking of pupils/students' work
 - ◆ recording achievement/progress_
 - ◆ encouraging pupils/students to interact and work co-operatively with others and engage all pupils/students in activities
- Undertake activities to assist teachers in the delivery of the curriculum
- Promote and ensure the health, safety and appropriate behaviour of pupils/students /students at all times
- Support the teacher by assisting in the production of lesson/work plans, worksheets etc. within an agreed system of supervision
- Liaise with parents/carers as agreed with the teacher
- Provide objective feedback and reports, as required, to the teacher on pupil achievement, progress and other matters
- Prepare and maintain curriculum equipment/resources as directed by the teacher to meet lesson plans/relevant learning activities
- May be required to assist in the handling of small amounts of money related to various school events, which are then handed over to school office staff for processing
- Operate office equipment in the provision of clerical and administrative support e.g. photocopier
- Provide short term cover for the absence of the teacher
- ◆ Support the intimate care and administering medicines to identified individuals within an agreed safeguarding structure
- Undertake other duties appropriate to the grade of the post_a
- nd as required by the student, in line with their Education, Health and Care Plan.

Experience & Job Knowledge

~~The post holder will be expected to work within a Trauma Informed framework, using attachment friendly strategies to connect and build relationships with individual and groups of students. Post holder will be required to solve varied problems, such as those arising from classroom management and the care and support of pupils. In conjunction with the class teacher the postholder will be devising work plans and lessons up to several weeks ahead.~~

- ~~•~~
- ~~• Post holder will be advising and guiding the pupils on a daily basis. Effective written and oral communication skills required to liaise with pupils, other staff, and parents and outside agencies and professionals.~~
- ~~• Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students.~~
- ~~• Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its' policies and procedures.~~
- ~~• Undertake all duties with due regard to the equalities policy and relevant legislation.~~
- ~~• Work within the requirements of the Trust's Health and Safety policy, performance standards, safe systems of work and procedures.~~

Qualifications

Essential

- ~~• Minimum GCSE English and Maths (A*-C) or Adult Literacy & Numeracy Level 2 equivalent~~

Desirable

- ~~• Level 3 qualification in working with children or young people~~

Personal Qualities and Attributes

- ~~• Patience, acceptance, curiosity, and empathy with and for the children~~
- ~~• Team player~~
- ~~• Punctuality and reliability are essential~~
- ~~• High levels of emotional intelligence and resilience~~
- ~~• Confidentiality~~

~~A strong work ethic will need to be demonstrated~~

Job Purpose

To contribute to the school's passionate belief that behaviour is a form of communication and as such be committed to relationships with children which foster empathy, and which are based on playfulness, acceptance and curiosity. Under the direction/instruction of Senior Staff, provide general support to students and staff, including preparation, routine and maintenance of resources/equipment to facilitate student progress academically, socially and personally

Specific Responsibilities

Support for students in accessing learning activities in a variety of settings, including vocational placements and Learning Outside the Classroom, as directed by Teacher/Senior Staff to include:-

- Model excellent social and communication skills and relationships. Support and encourage students to engage in learning activities, and promote Good Behaviour
 - Assist with the supervision of students during off-site activities, including Training Placements
 - Be knowledgeable of, and comply with Policies and Procedures relating to:- Child Protection; Health & Safety; Security; and Confidentiality – reporting all concerns to the Designated Person/s
 - Be aware of, and support difference, and ensure all students have equal access to opportunities to learn and develop
 - Provide support for the preparation of, and undertaking of examinations
 - Be an Excellent and effective role model for the standards of behaviour expected of students
 - To support in the development, monitoring and evaluation of IEP's
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- As and when required, to undertake duties in connection with personal hygiene and welfare of students, as directed by teaching staff
 - Provide clerical/admin support, e.g. attendance/absence, typing, photocopying, printing, display, baseline assessment
 - Ensuring maintenance of a clean, safe, and orderly working environment
 - Timely and accurate preparation of routine equipment, resources, materials, as instructed, ensuring quality/safety
 - Undertake record keeping as directed
 - Monitoring and arranging orderly and secure storage of learning resources

Experience & Job Knowledge

Essential

- Experience of supporting children, young people and adults, with additional Health or Special Educational Needs, Autistic Spectrum conditions, including but not limited to social, emotional and mental health; speech, language and communication needs.

Essential

- Minimum GCSE English and Maths (A*-C) or Adult Literacy & Numeracy Level 2 equivalent

Desirable

- Level 3 qualification in working with children or young people

Desirable

- Level 3 qualification in working with children or young people
- Experience of supporting with the supervision of young people during off-site activities
- Evidence of supporting the writing and mentoring of IEP's and Pastoral Support Plans
- Evidence of involvement in extracurricular activities
- Evidence of supporting in developing / delivering differentiated programmes of work
- Knowledge of SEN and statutory assessment procedures, and the SEN Code of Practice

- Experience of working with young people who suffer from social communication and mental health complications
- Teaching assistant related qualification
- Youth work related qualification
- Other equivalent qualification relevant to children/young people
- The post holder will be expected to work within a Trauma Informed framework, using attachment friendly strategies to connect and build relationships with individual and groups of students.
- Post holder will be required to solve varied problems, such as those arising from classroom management and the care and support of students. In conjunction with the class teacher the postholder will be devising work plans and lessons up to several weeks ahead.
- Post holder will be advising and guiding the students on a daily basis. Effective written and oral communication skills required to liaise with students, other staff, and parents and outside agencies and professionals.
- Keyboarding skills required to support the use of ICT in learning activities. Post holder may be required to use specialist equipment/resources and aids to support individual students.
- Act at all times in accordance with appropriate legislation and regulations, codes of practice, the provisions of the Trust's constitution and its' policies and procedures.
- Undertake all duties with due regard to the equalities policy and relevant legislation.
- Work within the requirements of the Trust's Health and Safety policy, GDPR performance standards, safe systems of work and procedures.

Skills

Essential

- Excellent communication and interpersonal skills
- Ability to work within school community teams, and wider community teams
- Ability to produce clear and accurate reports
- Ability to follow instructions, and to use initiative to work with young people in a variety of settings, in and outside of the school e.g, including but not limited to after school clubs, Food & Nutrition, P.E./Outdoor Education, and Vocational placements
- Ability to work within corporate policies.
- Awareness of Equal Opportunities and Health & Safety, Child Protection Procedures and Safeguarding & Welfare
- Ability to maintain good discipline and challenge negative behaviour

Desirable

- Evidence of communicating & cooperating with a range of Children's and Young People's Services
- Training and experience of communication strategies, assessment of young people's needs and successful working with families.

Physical Requirements

Essential

- Ability to visit and provide support in a variety of settings.
- Participate in off-site and in-house extra-curricular programmes
- Full driving licence

Desirable

- Mini-bus driving certificate

Trust Standards

The post holder is, at all times, required to work within the Trust's:

- Health and Safety Policy, performance standards, safe systems of work and procedures including safeguarding, GDPR and code of conduct.
- Act in accordance with the appropriate legislation and regulations, policies, processes and procedures including codes of practice, the provisions
- of the Trust's constitution and ~~its~~ policies and procedures.

Trust Vision & Values

Vision:



We stand for excellence in education, uncompromising professionalism, and solution-focussed support, with our ~~pupils~~ students at the heart of everything we do.

Values

- Professional excellence in all we do
- Valuing the individual and our service to them
- Valuing growth and releasing potential
- Celebrating Success
- Compassion and caring for everyone

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change and the above list is not exhaustive. The person in the post may also be asked to carry out other duties commensurate with the grade as may be necessary from time to time.

School Vision & Values:



Our Vision and Values

"Learning for Lifelong Success"

Our Vision:

- We are a learning family founded on strong relationships, a deep sense of belonging and high aspirations.
- We enable all members of our learning family to be the very best they can be in all areas of their lives.
- We support and challenge each other to develop learning and life skills that create a resilient sense of self and help to secure the very best future for each of us.
- We deliver excellence, personalised and holistic education to enable every student to thrive in preparation for adulthood success.

Our Values:

- **Respect:** We care for every student in our school family, supporting them to understand themselves, others, and the world around them.
- **Personalise:** We empower every student to realise their academic and personal potential.
- **Inspire:** We challenge everyone in our school team to enjoy learning, take risks, discover new interests in a fair and safe environment.
- **Achieve:** We prepare each student to be a successful, independent, resilient, healthy citizen in our 21st century world.

About Transforming Futures Trust

Transforming Futures. Changing Lives.

Transforming Futures Trust works with children for whom mainstream education is not right: young people with behavioural challenges; children with mental health concerns; students who find the traditional setting of a school intimidating. It is not an exaggeration to say that we change these young people's lives. Our extraordinary staff can connect with these children and apply the principles of trauma informed care to enable them to reach their potential.

Transforming Futures Trust's core aim is to create 'positive futures for all'. We are building a culture of Trauma Informed Practice in all our schools which supports the wellbeing and development of all children and young people, Headteachers, School staff, parents/carers and stakeholders and the wider communities they are a part of. We have proven educational practice and strong leadership which has enabled us to develop new provisions across the southwest to meet the needs of children and families which have not been met in existing schools in the area. Since it was established, TFT has developed a highly effective internal capacity to support schools in their work with children and young people, helping them to make the biggest difference to their life chances.

Transforming Futures Trust was formally set up on 1st June 2016 (previously known as ACE Schools Multi Academy Trust) with the aim of growing from a single educational provision in Plymouth into a group of Schools across Devon and Cornwall. Our simple aim is to support the development and improvement of the education for all pupils students within the Trust and beyond through school-to-school support.

In addition to **ACE Tiverton School**, there are two other schools in the Trust:

ACE Schools



An alternative provision for children from 4-18 with sites across Plymouth, Cornwall, and Devon.

Courtlands School



Based in Plymouth, Courtlands supports 100 primary aged children who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs.