



# Teaching Assistant Application Pack

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March 2022



# Introduction

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Thank you for your interest in our **Teaching Assistant** post at Larkrise Primary School. We are particularly interested in candidates that have some experience of working with children.

We hope this application pack will give you an understanding of our values and vision for our children, staff and wider school community. We would also like to extend an invitation to you to come and visit our school virtually or in person and have a conversation about your future and ours. If you would like to take up this offer, please arrange a time to meet Jon Gray, the Headteacher, by contacting Sam or Donna in the school office via 01865 721476.

In September 2020, we finalised our new Mission, Vision and Values. Our staff and governors have used it to create our strategic development over the next five years. If you are successful in becoming a **Teaching Assistant** at our school, you will play a significant role in realising this Mission, Vision and Values. You will also need a creative spark to bring our ambitious plans into reality.

We realise that you can't achieve this alone, and we are particularly proud of the team we are developing at Larkrise. Our staff team is energetic, enthusiastic, supportive, and want to offer our children the very best educational experiences. Our children want to achieve whilst enjoying their education. If you are successful, you will also be supported by our governors and Friends of Larkrise - an ever-growing group of parents/carers; both are fully supportive of the school and its future.

It is an exciting time for Larkrise Primary School. In February 2019, we joined the River Learning Trust (RLT). The RLT is a Multi-Academy Trust responsible for several schools and a school-centred initial teacher training provider (SCITT) within Oxfordshire. The schools and SCITT are united by their commitment to the principles of the Trust and a shared belief in the benefits of everything that is gained by working together. Information about the growing River Learning Trust by visiting [www.riverlearningtrust.org](http://www.riverlearningtrust.org).

Being part of RLT gives the school opportunities to work more closely with a diverse range of schools, benefiting both our staff and children. The Trust schools are also involved in working with Oxfordshire Teaching School Alliance (OTSA) which provides further access to support and development opportunities. Larkrise is a strategic partner school within OTSA ([Click here](#) for more information).

At Larkrise, we are excited by the opportunities of working more closely with such a diverse range of schools which will benefit both our staff and children.



The school serves one of the most diverse and international cities in the UK. Our children come from a wide range of economic and cultural backgrounds. We also have many different languages spoken at the school; we had twenty other languages spoken at the last count.

We are similar to the national average with children entitled to Pupil Premium funding, and Special Educational Needs support. We believe that this diverse and vibrant catchment of East Oxford should be celebrated and be reflected in our curriculum.

We also want to support you to further develop your career in Education so that you can grow within your new role. We are very proud of the opportunities we provide to our staff to enhance both their experience and effectiveness further. We will do this by developing your individual Continued Professional Development and Learning plan with the support of the wider RLT. We will be fully committed to your professional development. We are particularly interested in candidates who are considering a career as a Teaching Assistant or those who have the ambition to become a teacher.

If you are currently a school leaver or graduate taking a year out or would just like a change in career to work in education, you are very welcome to apply. We seek candidates who are excited by and relish the prospect of working as a **Teaching Assistant** in our school.

Yours sincerely,



Jon Gray (Headteacher)



Charlotte Stewart (Deputy Headteacher)



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## Mission, Vision & Values

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# Mission-Vision-Values

**Mission:** A vibrant and caring school which proudly reflects the diversity of our community.

**Vision:** To provide a world class curriculum with high expectations of every child and within which wellbeing is nurtured and learning is limitless.

## Inspire



Inspire through Creativity, Kindness and Adventure

## Creativity



Show kindness to ourselves, each other, our community and our environment

## Kindness



Inspire curiosity and encourage innovation.

## Adventure



Meet the challenge by embracing new opportunities whilst striving for excellence.



Part of the  
**RLT** RIVER  
LEARNING  
TRUST

## The Principles of the River Learning Trust



The River Learning Trust (RLT) is a multi-academy trust responsible for several schools and a school-centred initial teacher training (SCITT) provider within Oxfordshire. The schools and SCITT are united by their commitment to the principles of the trust and a shared belief in the benefits of everything that is gained by working together.

The River Learning Trust is a community of children, young people and adults with shared principles, including:

- Commitment to **Excellence**; striving for the best educational experience
- Everyone **Learning**; creating and taking opportunities that enhance lives
- Respectful **Relationships**; acting with care, integrity, and fairness in all we do

([Click here](#) for more information).

Click on the image below to watch a video about working in a school within RLT.



Clicking on the image below will take you to our Staff Charter.

# THE RLT STAFF CHARTER

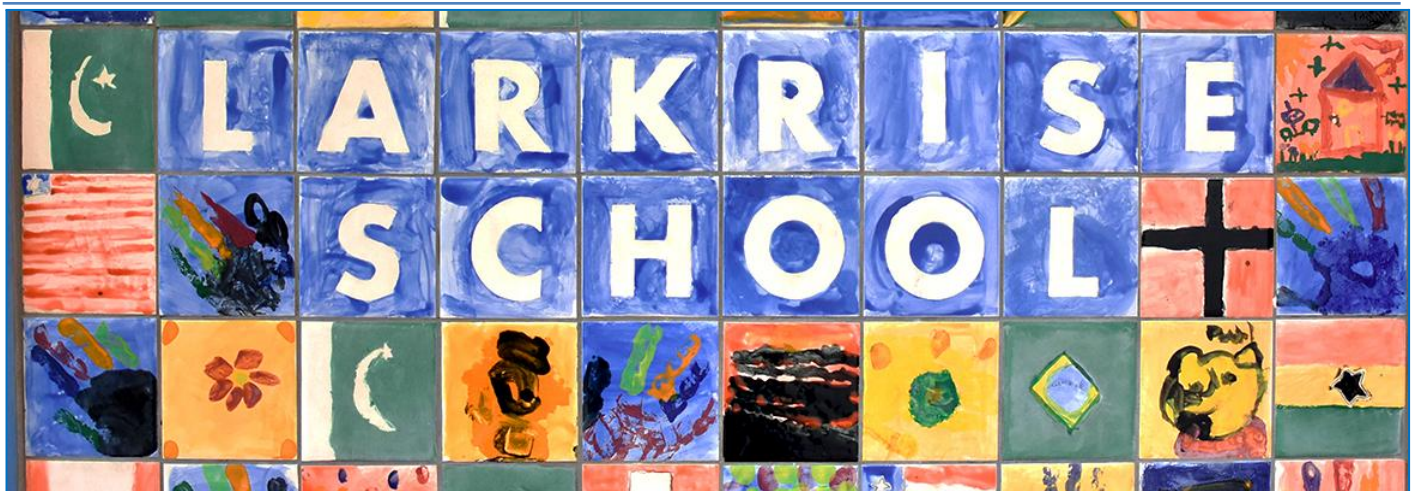
A core principle at RLT is Respectful Relationships where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing. Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them.

**As an employee of RLT:**

**YOU WILL BE  
SUPPORTED  
TO GROW AND  
DEVELOP AS  
A GREAT  
PROFESSIONAL:**



- You will have access to development opportunities in your school and across the Trust in a culture of collaboration and teamwork.
- We will help you to achieve excellence through high quality professional feedback and dialogue.
- Our appraisal processes will always be supportive and developmental.
- Integrity and professionalism underpin our approach to accountability.



## Teaching Assistant Selection Criteria

The selection criteria, job description and person specification show the key abilities and skills required for this opportunity. The selection panel will assess each candidate against the criteria listed in the person specification, expecting them to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a primary school context.



The panel will use the following assessment tools throughout the selection process:

- Application form via the TES. Click on this [link](#).
- Application Statement showing how you meet the selection criteria and explaining why you would like to work at Larkrise Primary School
- Interview
- 10-minute presentation answering the following questions - How do your past and current experiences prepare you for the new role as a Teaching Assistant at Larkrise? What would you like to achieve in this role?



## Teaching Assistant Job Description

<b>Job Title</b>	Teaching Assistant
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<b>Reports To</b>	Classteacher and Lower, Middle or Upper School Phase Leader
<b>Salary</b>	Grade 4 £14,434.44 - £14,723.39 Term Time Only + Insets, 33 hrs /wk
<b>Contract</b>	Permanent Post ASAP  Mon 8.30am to 3.30pm  Tues 8.30am to 3.30pm  Wed 8.30am to 3.30pm  Thurs 8.30am to 4pm  Fri 8.30am to 3.30pm  ½ hour break each day  Opportunity to increase hours by working in childcare

## Introduction

To work in Lower, Middle and Upper School under the instruction/guidance of teaching staff or SENCo to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

The role will involve planning, preparing and delivering learning activities for individuals/groups and for whole classes and monitoring children and assessing, recording and reporting on children's achievement, progress and development.

The performance of all the duties and responsibilities shown below will be under the reasonable direction of the Headteacher, Deputy Headteacher, Assistant Headteacher, SENCo. They will be mindful of his/her duty to ensure that the employee has a reasonable workload and sufficient support to carry out the duties of the post.

This role includes working every lunchtime to provide lunch supervision and enhance play-based opportunities.

This job description should be read alongside the [National Teaching Assistant Standards](#).

## Our Staff Charter



A core principle at RLT is Respectful Relationships where acting with care, integrity, and fairness is demonstrated within schools, the SCITT, and the Central Team. We value each member of our professional community and value our health and wellbeing. Our Staff Charter sets a standard which we all seek to follow; great schools thrive because of the people in them. [Our RLT staff charter can be found here](#).

## Duties

### Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Support pupils within a whole class, a group or on a 1:1 basis
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

### Support for Teachers

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils' work
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed

### Support for Curriculum

- Support pupils to understand instructions
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy framework, early years foundation stage, as directed by the teacher
- Support pupils in using IT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

### Support for School

- 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
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and development as required

- Assist with the supervision of pupils at lunchtimes and engage children in play based activities at this time
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

### Health and Safety

Taking appropriate responsibility for one's own health, safety and welfare and the health and safety of pupils, visitors, and work colleagues in accordance with the requirements of legislation and locally adopted policies, including taking responsibility for raising concerns with an appropriate manager.

### Safeguarding

The River Learning Trust and Larkrise Primary School are committed to safeguarding and promoting the welfare of all children and preventing extremism. All staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. The successful candidate will be subject to an enhanced DBS check. Employment will also be conditional on the receipt of at least two acceptable references (one from current/latest employer) and evidence of the formal qualifications required for the role. The River Learning Trust is an equal opportunities employer and we welcome applications from a range of backgrounds to represent diversity in line with our schools' community. It is an offence to apply for certain roles within schools if you are barred from engaging in regulated activity relevant to children. You should contact the school if you are unsure if this role includes regulated activity relevant to children.

This post includes regulated activity relevant to children and is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.' For further guidance for applicants click on the this link [List of Offences that are not filtered](#)

### Notes

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified



Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

## Teaching Assistant Person Specifications

	Essential	Desirable
<b>Qualifications &amp; Experience</b>	<ul style="list-style-type: none"> <li>• Excellent numeracy/literacy skills</li> <li>• GCSE in Maths &amp; English (Grade C or above) or NVQ 2 or equivalent</li> <li>• Participate in development and training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• A Levels or equivalent qualifications</li> <li>• Degree level qualification</li> <li>• Some experience of supporting in schools</li> <li>• Experience of working with children</li> </ul>
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>• Able to effectively use technology – computer, video, photocopier</li> <li>• Ability to relate well to children and adults</li> <li>• Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</li> <li>• General understanding of the EYFS and national curriculum and other basic learning programmes/strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Training in paediatric first aid</li> <li>• An understanding of child development and learning</li> <li>• Effective use of IT to support learning</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation</li> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>• Ability to work under pressure and prioritise effectively</li> <li>• Commitment to maintaining confidentiality at all times</li> <li>• Commitment to safeguarding and equality</li> <li>• An understanding of the importance of working in partnership with other schools in the</li> </ul>	<ul style="list-style-type: none"> <li>• The ambition to develop a career in education</li> </ul>



## The Interview Process

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The deadline for applications is 12 Noon on Monday 8th November 2021 via the [TES application form](#).

In your application please state if you have a preference for age range.

Lower School Nursery to Year 1 (Ages 3 to 6)

Middle School Year 2 to Year 4 (Ages 6 to 9)

Upper School Year 5 to Year 6 (Ages 9 to 11)

The interview panel will meet on the same day, and email selected candidates to invite them for an interview. The interviews will take place on Thursday 11th November 2021.

The selection panel will include the Headteacher and Deputy Headteacher.

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