



Teaching Assistant

Grade 6

Required from
Easter 2025 or a Summer start
2025

Recruitment Pack

Message from the Headteacher

Thank you for expressing an interest in this post at Ashby School. Ashby is a school with a proud history and a strong position in the local community; where students are delighted to learn, and staff are excited to work. It is also a school embracing innovation as we transition through age-range change. We welcomed our first Year 7 students in September 2022 who start our progression to an all through school whilst we continue to welcome Year 10 students transitioning from our local High Schools until this August 2024. We are thrilled about the opportunities that will be created by this exciting change and know that all members of our school community will benefit from it.



Part of the LiFE Multi-academy Trust, our School and Sixth form pride themselves on putting students at their heart. We want all our students to be happy and successful and are committed to ensuring that all students fulfil their academic potential. However, at Ashby, we realise that academic success is only a part of our role as educators. We offer our students a range of opportunities to enable them to embrace our core values; to 'Show Respect'; 'Accept Responsibility' and 'Build Resilience' to prepare them for their successful futures. We were delighted to see our approach to this work and the results of our recent improvement and innovation reflected so positively in our OfSTED inspection in January 2024 where we were judged to be a good school with a good sixth form provision.

Ashby is also a school built on the power of its staff. We have a great team of professionals, with exceptional subject knowledge, who enthuse students about the subjects they love. Ashby School also takes huge pride in growing the professionals of the future; working closely with a range of local ITT providers, as well as utilising professional development opportunities both within and beyond the MAT to ensure that investing in our staff is a key feature in our improvement strategy. This is evidenced by so many of our staff staying at Ashby year after year with several growing from their NQT year into Senior Leadership positions and giving back to their school community through the work they do.



Such investment in staff is also indicative of our willingness to work with those we employ. We know that through a career, things change and new challenges arise. We are proud of the work that we do with staff to ensure that we can find ways to adapt to need and, as such, this post is offered alongside a willingness to discuss flexible working approaches.

We look forward to your application and showing you that 'Anything is Possible' in such an innovative and exciting setting!

Dr Jude Mellor

Our Ethos

'Empowered to Learn'

We want every student to have the support they need to succeed, while recognising that success looks different for every student. We also appreciate that students need to learn to be empowered; it is this ethos that underpins our commitment to develop the whole child both within and beyond the classroom.



'Anything is Possible'

Society is evolving rapidly which makes the future possibilities endlessly exciting for our students. We want them to embrace these opportunities, develop the skills they need to navigate the challenges ahead and embody our ethos that 'Anything is Possible'.

Our staff go the extra mile every day. Alongside our academic successes, we believe in creating a school community that reflects the kind of society in which we want to live.

In addition, our values focus around these aims:



We seek to embed these in all we do as embodied by our innovative and unique Empowering to Learn curriculum at the heart of our Key Stage 3 provision.



Our Student Experience

Age range change presented Ashby with an amazing opportunity to grow a Key Stage 3 curriculum with future citizens at its heart. Our curriculum is therefore driven by subject strength, engagement, and skills development, as well as enjoyment for both staff and students alike!

Following on from this, our Key Stage 4 curriculum incorporates a broad and balanced offer that is flexible enough to meet the needs of our individual students and best supports both achievement and progression to further education be that within our Sixth Form or beyond.

Our Pastoral Support

Each of our year groups has a Year Team Leader who is part of our support staff. They are supported by Assistant Key Stage Leaders and administrative staff as well as staff focussed on supporting our Looked After Children and those in receipt of Pupil Premium.

Our Curriculum & Learning Support

We support our students' learning through a range of staff positions including administrative support for the smooth running of our school, our data team to support tracking and intervention of student progress and our reprographics and library team who support our students to open their minds through reading. We also have an active and engaged team of technicians working in our practical subjects to both support and facilitate learning in a student facing way. Alongside these, our cover supervision team work with students in the event of staff absence to maintain learning. They are skilled at building relationships with young people and embodying our ethos of empowering students to learn whatever the circumstances.

On a more individual basis, our Teaching Assistants work with individual and small groups of students with a range of learning needs. They also contribute to our intervention programme lead by our intervention lead TA and delivered alongside our academic tutors. Our learning and pastoral systems come together in a range of facilities including:

- The LINC Learning and Inclusion Centre where our dedicated team of Teaching and Learning Support Assistants work with students with Special Educational Needs in both classroom settings and intervention groups.
- The Bridge focussing on supporting student well-being.
- The Gateway, an on-site Alternative Provision supporting students who find mainstream learning more challenging through facilitating a range of hybrid learning models.

Our Premises, Catering and Cleaning Team

We strongly believe that where we create the right environment for learning, our students have the best possible chance of success and we do this through investment in our premises, catering and cleaning teams. We have also recently added some housekeeper positions to our staffing in order to create ownership of our learning spaces so staff in all positions can tangibly contribute to our students' progress.



Job Description

Job Title	Teaching Assistant
Grade	Grade 6, Points £25188 - £25590 Actual salary £3787 - £3901
Hours and Weeks	6.5 hours a week, 39 weeks a year Hours of work – 8:20am-3:30pm including a 40 minute unpaid lunch Term time plus 1 teacher day.

Personnel within this role are employed under the following Job Description and Person specification below. Details of specific roles are directed as necessary by the school.

Job Description

Overall	<p>All employees employed within this job description must be willing to:</p> <ul style="list-style-type: none"> • Provide small group sports coaching and education for identified students within and beyond the mainstream curriculum. • Take responsibility for groups or classes of students in the short-term absence of their usual teacher, primarily but not exclusively within PE and practical subjects. • Support the wider educational purpose of the school
School Culture	<p>Educators make the education of their students their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge and up-to-date teaching skills and are reflective; forge positive professional relationships; and work with parents in the best interests of their students.</p> <ul style="list-style-type: none"> • Contribute to a culture where students experience a positive and enriching school life. • Be proactive and positive in interactions with young people within and beyond the role and support students social times as need arises. • Work to establish a staff culture that promotes excellence, equality and high expectations. • Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
Job Description	<ul style="list-style-type: none"> • To prepare resources independently and in association with the SENDCo and Subject leader. • To work with and build a positive relationship with students, overcoming barriers independently and pro-actively. • Working with our SEND students on a 1-1 basis and in small groups, under the direction of the class teacher. • To plan, deliver and assess small group intervention, which, with support from leaders, feeds into the next session. • Be organised and prepared for lessons, anticipating and facilitating adaptations for targeted individuals. • To follow the directions of the class teacher/ instructor in lessons. • To contribute to the administrative procedures in the Learning Support Department under the direction of the SENDCo and/or SEND Support Co-ordinator. • To be the named contact for specific students and keep their learning arrangements up to date • To communicate directly with parents to support students' progress as appropriate • To have knowledge of SEND Code of Practice and Academy policy. • To contribute to reports on student progress and behaviour. • To facilitate and deliver support for students during assessments and exam seasons. • To be prepared to develop a specialism within the range of SEND needs and share learning with others. • To support students in out of classroom learning willingly including attendance on trips as appropriate

Conduct	<p>An educator is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout an educator's career.</p> <ul style="list-style-type: none"> • Educators uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by: • Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • Having regard for the need to safeguard students' well-being, in accordance with statutory provisions • Showing tolerance of and respect for the rights of others • Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law <p>Educators must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities</p>
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Person Specification

Essential	Desirable
<ul style="list-style-type: none"> • Enjoyment of working with children • Understanding of the importance of and ability to build supportive student/adult relationships. • Ability to communicate effectively with young people and adults both verbally and in writing. • Good numeracy and literacy skills - GCSE C/4+ or equivalent in English and Maths. • Good ICT skills. • Engagement with on-going learning. • Ability to work well within a team. • Self-motivated, ability to work on own. • Good organisational skills • Willingness to develop and attend training as necessary. • Willingness to pro-actively share expertise with others and contribute to team learning opportunities. • Ability to work under pressure and react calmly to confrontation. • Able to be totally confidential and discreet. • Recent record of good health, attendance and punctuality. • Enhanced clearance by the Disclosure and Barring Service. 	<ul style="list-style-type: none"> • Evidence of effective relationships with young people. • Evidence of good working relations with a range of people. • Qualification/specialism or interest to work within a specific department. • Evidence of organisational ability. • Recent ICT qualification. • Evidence of meeting deadlines and ability to prioritise. • Willingness to undertake First Aid training to support activities outside of school i.e. trips.

Advert
Teaching Assistant

Grade 6, £25188 - £25590

(actual salary £3787 - £3901)

Fixed Term Contract until July 2026

Do you want a job that is fulfilling? Do you love and value supporting young people? Do you believe in the opportunity for every child to have the best possible opportunity to learn? Are you patient, tenacious, optimistic and a great communicator? Then Ashby School could be the place for you!

Following the Covid pandemic, we know that our students, and particularly those with SEND, need support to re-establish their learning habits and develop their confidence and resilience. Therefore, we are looking to expand our excellent team of Teaching Assistants by recruiting relentlessly positive individuals with the skill set to make a difference to those students with additional challenges.

We believe that Ashby is a great place for students to take their next educational steps, be it as they join our Year 10 or as we expand our Key Stage 3 provision. We also believe it is an equally great place to start or take your next steps in employment.

So, if you think this could be just what you have been looking for, we look forward to welcoming your application!

This is a temporary appointment at Ashby School until July 2026 in the first instance.

Further details available on the school website:

www.ashbyschool.org.uk

Ashby School is committed to safeguarding and promoting the welfare of all of its students and expects all staff to share this commitment. The successful applicant will be subject to enhanced clearance by the Disclosure and Barring Service and pre-employment checks.

Closing date for applications Wednesday 12th February, 9am we may close earlier should we find the right candidate.

We are committed to support our employees and so applications for flexible working within this post will be considered. We are also willing to consider combining this post with others we are currently advertising if you are interested in a more varied approach.

At LiFE Multi Academy Trust and Ashby school we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

LiFE Multi Academy Trust and Ashby school are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.

Safer Recruitment Applicant Information

The information contained within this document is aimed at helping applicants understand what is required should they be asked to attend for interview.

SAFEGUARDING CHILDREN AND YOUNG PEOPLE

Ashby School has a commitment to safeguard and promote the welfare of children and/or young people. We have robust processes and procedures to reduce risk and continuously promote a positive culture of safeguarding amongst our workforce.

The post you are applying for involves working with children and/or young people and you will be subject to Ashby School's safer recruitment process.

PRE- EMPLOYMENT VETTING

As part of its safer recruitment and selection process, Ashby School operates a strict pre-employment vetting procedure. All applicants will be required to undergo the checks outlined below.

Declaration of Previous Convictions

The amendments to the Rehabilitation of Offenders Act 1974, Exceptions Order 1975 (2013 & 2020) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions is available on the Ministry of Justice website.

Should you be shortlisted for the position, you will be required to complete a criminal records self-declaration form in order to provide any information about any unspent and unprotected criminal records that you may have.

Disclosure and Barring Service (DBS)

Successful applicants seeking to work with children and/or young people will be required to undergo an Enhanced DBS Disclosure; this will include a check against the Barred List.

A Barred List check is the minimum check required for staff working in organisations. Successful applicants will be checked against the List prior to an offer of appointment being made.

We will also retain, with the permission of the applicant, the DBS Disclosure documents of any 'hold' candidates. These documents will be destroyed once a decision (offer and acceptance) has been reached.

Where an applicant is not normally resident in the United Kingdom or has been resident outside the United Kingdom for more than six months, a certificate of good conduct will be required from the previous country of residence.

Qualifications

If the post applied for requires a specific qualification, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Registration with a Professional Body

If the post applied for requires registration with a professional body, the applicant will be required to bring the original certificate along to the interview. If the original certificate is unavailable, a certified copy of the document must be provided by the issuing establishment.

Ashby School will verify registration/membership with the relevant professional body.

References

Applicants are required to provide a minimum of two referees, one of which must be your most recent employer. One reference must be from a referee where the employment involved working with children and/or young people wherever possible.

If you have worked in a school, the referee must be the Headteacher/Business Manager of that school.

If you have undertaken voluntary work with children and/or young people, you should use the leadership of such voluntary provision as a referee.

In addition, Ashby School will seek references from educational establishments for those applicants with no previous employment history.

Under no circumstances will Open References (i.e. addressed “to whom it may concern”) be accepted.

In all cases, Ashby School will contact the referee prior to the interview, except if you have specifically indicated that you would prefer us to contact them only if you are made an offer of appointment.

Eligibility to Work in the UK

Ashby School has a legal obligation to check documentary evidence to confirm that all potential employees are eligible to work in the UK.

Medical Assessment

All offers of appointment will be subject to the satisfactory outcome of a medical assessment procedure.

IMPORTANT NOTICE TO ALL APPLICANTS

As stated previously, all offers of appointment are made subject to the satisfactory outcome of the pre-employment checks for the post.