

Briefing Pack for Applicants Teaching Assistant



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

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.



Section 1: Post Advertisement

Post: Teaching Assistant
Location: Dunston Primary and Nursery Academy
Salary: NJC Grade 4, Point 7: £25,584 to 12: £27,711 gross per annum
Actual
Annual Salary: £13,381.84 to £14,494.37 (under 5 years of service)
Contract: Fixed Term to 24th July 2025, 22.5 hours per week x 39 weeks per year
Start date: As soon as possible

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost.

Dunston Primary & Nursery Academy is a large Primary School on the outskirts of Chesterfield, who pride themselves on being an inclusive school for all. We regard all staff and pupils as part of our family and whilst we have really high expectations of everyone, we maintain a caring and supportive ethos. We strongly believe in work life balance and we work with our staff to actively promote and improve wellbeing.

Candidates are encouraged to visit the school, arrangements for this can be made by contacting Miss Lisa Parkin via email at lparkin@dunston-mlt.co.uk

The closing date is Sunday 9 February 2025. Interviews will take place during week commencing 24 February 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Statutory Information - Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

If you have any questions and/or would like to discuss this role before submitting your application, please speak with Mrs L Parker, Headteacher LParker@dunston-mlt.co.uk

The application form and information pack is available on the school website <https://www.dunston.derbyshire.sch.uk> **Please ensure that you do not fill in a local authority application form in respect of this vacancy, ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.** Please provide telephone numbers and email addresses for yourself and referee.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate,


Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Applicant,

Thank you for taking an interest in applying for the post at Dunston Primary & Nursery Academy. I am privileged to be the Headteacher at Dunston Primary & Nursery Academy and extremely honoured to have been entrusted with the job of leading such a great school since September 2023.

Over the last year I have worked hard to establish strong relationships with our staff, young people and their families, and understand what is needed to take the school forward.

Dunston Primary & Nursery Academy is an **inclusive school** that ensures all students are able to **Be the Best you can Be!**. We aim to foster enjoyment in learning, so that each individual has the opportunity to **make good progress and achieve excellence**. We ensure we develop **confident individuals** who are able to live safe, healthy and fulfilling lives, whilst also being a responsible and active citizen who will make a **positive contribution** to society.

Our strategic priority is for all individual students to achieve and exceed their expected outcomes. In order to support the strategic aims of the school, we ensure the following;

- High quality teaching and learning experiences both within and outside the classroom by employing an ambitious and forward looking curriculum and assessment system across all key stages.
- A family support structure that ensures every student and their family has the guidance and support tailored to their individual needs.
- A focus on Inclusion, mental health and well being for all.
- A pro-active Pupil Parliament and student leadership structure to inform the decisions made by the School Leadership Team to help students in achieving their potential.
- The opportunities to develop students' moral and social understanding.
- Strong and effective working relationships between staff and our students.
- A warm and welcoming environment.

We have high expectations of everyone, staff, and students alike, and work hard to develop positive relationships to create a firm sense of togetherness. In doing so we promote the following values which are at the **HEART** of all we do: **Hard working, Empathy, Aspirational, Resilience and Together**

Here at Dunston, we are ambitious for both the school and its community and are committed to continued improvement. Our staff are our most valuable asset and we are committed to attracting the best staff to the school and ensuring their personalised professional development, with our core purpose being the improved quality of teaching and learning for all.

Our students are approachable and friendly. Please come and see for yourself; we welcome visitors to the school.

If you believe you have the necessary skills and experience to join our organisation and help us achieve our mission then we look forward to receiving your application.

We look forward to receiving applications from candidates who would love to join us on our journey to excellence.

L Parker

Section 4: About Dunston Primary and Nursery Academy



OUR MISSION

Working together to provide every child with an inclusive, high quality, enjoyable learning experience where success is celebrated and everyone feels valued.

OUR VISION

Our mission is underpinned by our vision which is based upon the principle of: Be the best you can be!

Achieve Success

We recognise all our pupils are unique. We teach our pupils to continue to strive to achieve their goals, set new targets and never stop learning.
We recognise the development of the 'whole child' and celebrate successes achieved both inside and outside of school.

Positive Relationships

We support pupils to develop relationships based on mutual respect, kindness, trust and honesty, which allow us to feel safe and supported in order to learn and grow.

Motivated Learners

We recognise that pupils who are motivated take initiative, show resilience, harness their curiosity, and care for and respect their work. They are equipped to orchestrate their own learning journey.

OUR VALUES

Our values are at the HEART of all of the work that we do and all of the decisions that we make.

Hard Working

We show perseverance and determination and take responsibility for our own learning.

Empathy

We are aware of people's feelings and we treat everyone with kindness, dignity and understanding.

Aspirational

We are ambitious, determined and make the most of every opportunity. We aspire to be the best we can be!

Resilience

We are willing to have a go, take a risk, try again and learn from our mistakes.

Together

We are inclusive and support each other both inside/outside of school.

OUR BELIEFS

- Committed to ensuring our children are happy, safe, confident and well rounded individuals .
 - We are aspirational and believe every child can succeed.
 - The needs of the child are foremost in any decision
 - We believe in building a culture of lifelong learning.
 - We believe in opening doors and widening horizons.
 - We support all our children to build emotional resilience

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Teaching Assistant
GRADE/SALARY	NJC Grade 4, Point 7 to 12
HOURS/WEEKS	22.5 hours per week/39 weeks per year
LOCATION	Dunston Primary & Nursery Academy
RESPONSIBLE TO	Key Stage 1 Phase Lead
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	<ul style="list-style-type: none"> • To offer extra support to teachers, supporting children with complex learning needs such as Autism, ADHD, Speech and Language Difficulties and Physical Disabilities. • To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils. • Work may be carried out in the classroom or outside the main teaching area.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> • Good standard of literacy and Numeracy to GCSE/Level 2. • NVQ 2 for teaching assistants or equivalent qualifications or relevant experience • Training in the relevant learning strategies e.g. Literacy

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

MAIN 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 Individual Support Plans and Care Plans.
- 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 the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1, early years recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

Support for the School

- Be aware of and support difference 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 and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Any other related duties as may arise.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Teaching Assistant – Level 2

Minimum Essential Requirements	Method of Assessment
EXPERIENCE	
Experience of working in a mainstream school.	AF/I
Experience of working as a Learning Support Assistant or equivalent.	AF/I
Experiences of working with students with special/additional education needs.	AF/I
Understanding of special educational needs and associated social, emotional and behavioural impact.	AF/I
Ability to provide clear expression both verbally and in writing.	AF/I
Working in an environment where literacy and numeracy skills have been demonstrated.	AF/I
Ability to demonstrate sensitivity to the pupils needs.	AF/I
QUALIFICATIONS	
NVQ Level 2 qualification e.g. GCSEs Grades 4-9, or evidence of the equivalent level of knowledge gained through work experience.	AF/I
KNOWLEDGE AND SKILLS	
Understanding of pupils' needs in order to support them effectively by personalised and differentiated learning.	AF/I
Knowledge of issues and needs that affect behaviour and strategies to support.	AF/I
Knowledge of the range of ways that pupils learn and how to motivate them.	AF/I
Full understanding of the range of multi-agency support required and available to pupils.	AF/I
Full working knowledge of relevant safeguarding, equality and health and safety policies, codes of practice and legislation	AF/I
SKILLS/APTITUDES	
Ability to relate well to children and adults and to build positive relationships.	AF/I
Ability to use a range of strategies to support positive behaviour and self-regulation.	AF/I
Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.	AF/I
Ability to deliver pre-planned programmes of work to children using personalised strategies to support reluctant learners to engage and achieve learning goals/objectives.	AF/I

Ability to respond calmly and use initiative, responding effectively to unexpected or unplanned situations or reactions throughout the school day.	AF/I
Ability to use correct English in spoken and written communication.	AF/I
Ability in the use of IT.	AF/I
Efficiency with the administration and maintenance of pupil records.	AF/I
Flexible and able to adapt to change. Ability to support colleagues as and when required.	AF/I
A pleasant disposition and ability to stay calm under pressure.	AF/I
Demonstrate a positive team approach to work.	AF/I
To have a willingness to participate in the whole school approach to mentoring students and play an active role as directed by line manager.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

- The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.
- Education and Training
State your qualifications and any training you have undertaken relevant to the post.
- Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
- Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.
- Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.
- The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**
- Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.
- The Interview
Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.
- Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.
- Selection for Appointment
Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.
- Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to lparkin@dunston-mlt.co.uk by the closing date.

Section 8: Visitors to Dunston Primary and Nursery Academy

Please use Google Maps for the most up to date travel directions.

Dunston Primary & Nursery Academy
Dunston Lane,
Dunston,
Chesterfield
S41 8EY