

# EDGAR WOOD academy



APPLICATION PACK: Teaching Assistant

**Deadline: Friday 8<sup>th</sup> July 2022 at 12.00 noon**

Dear Colleague

Thank you for your interest in Edgar Wood Academy.

Edgar Wood Academy is a brand-new school commissioned by the DFE to serve the community of Middleton and Heywood. Our vision is to help our students realise their potential through a culture of high standards and academic success, strong and consistent behaviour expectations and mutual respect. Our aim is to inspire and engage all pupils, regardless of prior attainment or social background.

You will be joining our school at an incredibly exciting stage, being part of the team that is building the school from its foundations, helping to create the ethos, values and culture. At Edgar Wood Academy we believe in strong discipline, which allows our teachers to teach and our students to learn. We value each individual child in our school and recognise that each has different talents and gifts, which we will nurture over the course of their school journey. We will help each student to develop, both personally and academically, so that they have the knowledge, skills and cultural capital to progress to an aspirational career, a fulfilling life and make a positive contribution to their local community.

From September 2022 the school moves to its permanent accommodation that covers the areas of Bowlee, Langley, Middleton and Heywood. Students will enjoy a state-of-the-art building, with excellent facilities and resources, boasting stunning views of the local countryside, yet with easy access to transportation links.

As part of the Edgar Wood Academy team, you would have the unique opportunity to shape and develop a curriculum which will capture students' interests, provoke serious thinking and develop their intellectual curiosity. You will develop your own practice through our excellent professional development programmes and have access to high quality support and induction as you begin your journey with us. This post is suitable for ECTs as our team of experienced middle leaders have extensive experience in supporting Early Career Teachers through induction.

To work at Edgar Wood Academy, you must aspire to be an outstanding colleague, willing to share, learn and keep abreast of current research. Enjoy working as a team and thrive on the challenge of working and contributing to the successful establishment of a new school. Be someone who will help us to make a positive difference to the lives of young people in the borough. In return, we promise a supportive and enjoyable working environment, and the resources needed to carry out the role to the highest standards.

I am incredibly excited and privileged to be the Headteacher at Edgar Wood Academy and together, we will work hard to ensure that we deliver a world-class education to the students and community we are proud to serve.

Yours sincerely



**Marcin Kojder**  
**Headteacher**

Edgar Wood Academy, Middleton  
T: 0161 676 9620 E: [info@edgarwood.org](mailto:info@edgarwood.org)

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Teaching Assistant

## **Making your Application**

I hope that when you read this pack you are inspired to apply for the post

### **Application**

1. Complete the Altus Education Partnership application form
2. Provide a covering letter of no more than one side of A4 paper

Send your application by email to [recruitment@altusep.com](mailto:recruitment@altusep.com)

### **Deadline**

The deadline for the post is Friday 8<sup>th</sup> July 2022 at 12.00 noon

### **Shortlisting**

We will unfortunately be unable to notify candidates who are not on the shortlist, therefore, if you do not hear from us, your application has been unsuccessful on this occasion

### **For an Application Pack**

1. Visit [www.edgarwood.org](http://www.edgarwood.org) or [www.altusep.com](http://www.altusep.com)
2. Contact Fatima Rashid, HR Officer : [recruitment@altusep.com](mailto:recruitment@altusep.com)
3. Telephone: 0161 676 9620

### **Reward Package & Additional Benefits**

We offer a comprehensive package, including membership of our outstanding Teachers' Pension Scheme; our 'Employee Benefits Programme' which provides a range of options including:

- Our Cycle to Work Salary Sacrifice Scheme
- Free access to Employee Assistance Programme, offering guidance, support and counselling on a range of subjects
- Generous holiday entitlement

## **Background Information**

### **Edgar Wood Academy**

Edgar Wood Academy is an 11-16 year old state-funded secondary school. Working closely with Rochdale Borough Council to meet the estimated shortfall of secondary school places, we opened our doors to welcome Year 7 children from the areas of Middleton and Heywood in September 2021. Our intake this year is 120 places, with 180 places being offered in 2022.

In our first year we are based in a temporary site in the grounds of Hopwood Hall College, Middleton Campus, whilst the new school is completed. From September 2022, Year 7 and Year 8 students at Edgar Wood Academy will be the first to experience our new school building on Heywood Old Road, Bowlee, Middleton, with its modern state-of-the-art facilities, designed to allow them to flourish academically, culturally and artistically.

### **Altus Education Partnership**

The Altus Education Partnership is a Multi Academy Trust and was established in April 2017 by the Governing Body of Rochdale Sixth Form College, an outstanding A-Level provider founded in 2010. The college was awarded Outstanding status by Ofsted in 2013 and has developed a national reputation for excellence, having been used in Ofsted case studies for sharing best practice. The development of the Trust stemmed from a commitment to raising aspirations and improving the life chances of young people throughout the borough of Rochdale. In 2019 the Trust was successful in its application to open a new free school, the Edgar Wood Academy, which serves the local community in Middleton and Heywood.

We are committed to supporting all children in their academies to progress to a successful career, life and employment path of their choice.

All our academies will share a collective identity as providers of the highest quality teaching with high expectations of learners, coupled with effective assessment and intervention. Young people in our academies will engage with opportunities to develop their own skills and aptitudes to support their progression, while making valuable contributions to their communities. Leaders and teachers will take a collaborative approach, sharing best practice at a local, regional and national level, to continuously improve the performance and outcomes of all academies in the Trust.

## **Altus Education Partnership Values**

The values of the Altus Education Partnership will be embedded and visible throughout all the academies. Each will have its own unique identity built around the core Trust values. These are:

- Unrelenting commitment to improve the quality of our provision and enhance the lives of our students.
- Openness in the way we build trust and bring purpose to our work as a Multi Academy Trust.
- Accountability through the rigorous, transparent and forensic analysis of all aspects of our performance.
- Commitment to the principles of inclusion and equality.
- Dedication to the borough of Rochdale and its surrounds.
- Collective responsibility for one another and the results of all our students – ‘if one fails, we all fail’.

## **The Ambition is that by the time students leave they will:**

- Have achieved their personal academic potential giving them a greater choice in life.
- Have the highest aspirations and developed the self-esteem, confidence, and emotional resilience to exploit their potential.
- Be contributing members of the community and have compassion for others.
- Be able to celebrate their success and that of others.
- Have developed the confidence to overcome barriers to success.
- Be articulate, creative, and prepared for future growth and learning.
- Be happy!

## **Shared Objective for all Staff**

"To maximise students' achievements"

- At Altus Education Partnership we do this through engaging our students in their subjects and inspiring them to enjoy their studies in a totally positive atmosphere.
- Our students are challenged to achieve through a culture of high expectations and a belief in their ability.
- Above all, staff at Altus Education Partnership are committed to their students and demonstrate this through their daily conduct and interaction.

## Role Description:

<b>Job Title:</b>	<b>Teaching Assistant</b> <i>Please detail what area of expertise you will bring to the roles as well as any relevant training, clearly in your letter of application</i>
<b>Reports to:</b>	Assistant Headteacher (Pastoral Care/SEND)
<b>Remuneration:</b>	The post will be paid on support staff salary scale point 8-13 (£20,852 - £23,023). Actual for term time is £18,016 - £19,891)
<b>Contract:</b>	Permanent – 37 hrs per week – Term Time Only These hours will be between 8.00am – 4.30pm
<b>Start Date:</b>	September 2022

### Overall Purpose of the Post

To provide exceptional pastoral care for students and their families, by providing outstanding academic support, which in turn, reduces barriers to learning for all children.

- To support the vision and strategic direction of Edgar Wood Academy (EWA).
- To enable outstanding progress and attainment by ensuring that reasonable adjustments are made for children where necessary.
- To be a specialist in a specific area of SEND
- To work in partnership with the Assistant Head (Pastoral/SEND) to develop the best provision for SEND learners within the school.
- To work with class teachers and other support staff to raise the learning and attainment of students.
- To promote students' independence, self-esteem and social inclusion.
- To give support to students, individually or in groups, so that they can access the curriculum, take part in learning and experience a sense of achievement.

### Key Duties

- Promote, support and facilitate inclusion by supporting participation of all students in learning and extracurricular activities.
- Use effective behaviour management strategies consistently in line with the school's policy and procedures.
- Support class teachers with maintaining good order and discipline among students, managing behaviour effectively to ensure a good and safe learning environment.

- In conjunction with the teacher, prepare the classroom for teaching, and organise and manage teaching space and resources to help maintain a stimulating and safe learning environment.
- Observe student performance and pass observations on to the class teacher.
- Supervise a class if the teacher is temporarily unavailable.
- Use ICT skills to advance students' learning.
- Undertake any other relevant duties given by the class teacher.
- Direct the work, where relevant, of other adults in supporting learning.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role.
- Read and understand lesson plans shared prior to lessons.
- Use their area(s) of expertise to contribute to the planning and preparation of learning activities, and to plan their role in learning activities.
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning.
- Plan how to support the inclusion of students in the learning activities.
- Lead on the development and implementation of Individual Profiles for students and attend and contribute to reviews.

### **Working with Colleagues and other Relevant Professionals**

- Communicate effectively with other staff members and students, and with parents /carers under the direction of the class teacher.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the students they work with.
- Understand their role in order to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Develop effective professional relationships with colleagues.
- Support transition, particularly for those students on the SEN register or with an Education and Health Care Plan (EHCP).
- Lead on small group intervention sessions such as lego therapy, art therapy, social stories.
- Support the role of parents /carers in students' learning and contribute to meetings.
- Participate in EWA daily duty rota.

- Promote the safety and wellbeing of students and help to safeguard students' well-being by following the requirements of Keeping Children Safe in Education and the school's child protection policy.
- Look after children who are upset or have had accidents.
- Keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

### **Support for the 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 difference to help ensure everyone has equal access to the services of the college and feels valued, respecting their social, cultural linguistic, religious and ethnic background.
- Contribute to the school ethos, aims and development/improvement plan.
- Attend and participate in meetings as required.
- Undertake personal development through training and other learning activities including performance management as required.



## Person Specification:

CATEGORIES	App Form/ Letter	Interview	Interview Tasks	Refs	
<b>ESSENTIAL CRITERIA</b>					
5 A*- C GCSEs or equivalent including English and Maths.  Evidence of further or higher qualifications in Numeracy / Maths, Literacy / English and/or Science.	√				
Experience of working with children with SEND / Behaviour / Social Emotional / Mental Health issues	√	√			
Experience and passion for working with children aged 11-16. Ability to engage students, inspiring learning & promoting success	√	√	√	√	
A specialism in a particular area of SEND support and or additional needs.	√	√	√	√	
Very good practitioner of 'in classroom support' as well as wider student mentoring and emotional support	√	√		√	
Ability to devise new resources to support learning of a variety of needs	√	√	√	√	
Knowledge of active learning and teaching styles and support mechanisms	√	√	√	√	
Evidence of dynamic and innovative practice	√	√	√	√	
Competence in the use of ICT	√	√		√	
Ability to contribute positively to teams, share ideas & develop resources cooperatively	√			√	

Ability to be adaptable & flexible	√	√		√	
Effective inter-personal & communication skills with the ability to motivate and encourage.	√	√	√	√	
Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>	√	√		√	
Commitment to high standards & expectations – no accepting of second best in students and staff	√	√		√	
Commitment to professional learning & institutional improvement	√	√		√	
Experience of working with students with learning difficulties or disabilities.	√	√		√	
Determination to promote equality of opportunity		√		√	
Ability to offer enrichment & contribute to wider school life	√	√		√	
Commitment to professionalism, sharing, teamwork & collaboration	√	√		√	
Commitment to enjoying work!		√			
<b>DESIRABLE CRITERIA</b>					
Able to use interactive ICT systems for learning and teaching	√	√		√	
Experience of examination access arrangements	√				
Further relevant qualifications in working with children with SEND, counselling, mentoring, mental health etc	√	√			
Experience of working with school safeguarding, data and attendance platforms (Arbor and CPOMS)	√	√			