



Teaching Assistant

Recruitment Pack



Nurturing Inclusive learning communities



CEO WELCOME

Dear Applicant,

Thank you for your interest in this vital post of Teaching Assistant at Ethos Academy Trust. We hope that the information contained within this pack provides sufficient information and helps you to decide if you have the right qualities, skills and experience to apply for this position.

The overarching aim of Ethos Academy Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

We will soon have six Academies: Ethos College, Reach Academy, Evolve Academy, Engage Academy, Elements Academy and Enrich Academy (due to join the Trust during Spring 2023) and we have high aspirations for future growth. In addition to the academies, the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Thank you for your interest in Ethos Academy Trust.



Jayne Foster
CEO, Ethos Academy Trust





EXECUTIVE HEAD / HEAD TEACHER WELCOME

Dear Applicant

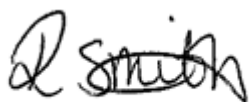
Elements Academy is a new special school which opened in September 2022 in Rotherham, South Yorkshire. It offers 135 places for Key Stage 2 – 4 pupils (aged 7-16) who have an Education, Health and Care Plan (EHCP) where Social, Emotional and Mental Health (SEMH) is identified as the primary need.

Ethos Academy Trust has a long-standing reputation for achieving outstanding outcomes with vulnerable pupils. Our nurture-based philosophy underpins our practice. At Elements Academy, we provide a caring, stimulating, safe and welcoming environment where learning is enjoyable, and teaching is personalised to the needs and interests of individuals. Pupils are supported to fulfil their academic potential whilst developing the long-term confidence and skills required to succeed in post-16 education, employment or training.

Our outstanding staff teams are skilled at working with young people with needs across the SEMH range. In partnership with parents, carers and other professionals, we take a holistic approach to ensuring a young person's needs are identified and met throughout their journey at Elements Academy, preparing them for the next stage of their lives.

At Elements Academy, you will find strong, hardworking and dedicated members of staff. We believe in investing in our staff team and all staff have the opportunity to access high quality internal and external professional development. Working within Ethos Academy Trust is extremely rewarding; making a difference to vulnerable children and young people, knowing that the work you do has a genuine, long-term impact on a young person's education and life chances.

We are seeking to appoint Teaching Assistants to join our team. The successful applicants must be dedicated to supporting our young people to reach their full potential. We would like to thank you for your interest in Elements Academy and we look forward to receiving your application.



Rebecca Smith
Executive Head Teacher



Vicky Woodrow
Head Teacher



TRUST MISSION

Our vision at Ethos Academy Trust is to create **nurturing inclusive learning communities.**

To enable us to achieve this, our mission is that Ethos Academy Trust will draw upon the expertise of our specialist staff and wider partners to provide timely, personalised support, intervention and provision in order to maximise the life chances of all children and young people, informed by a thorough understanding of their strengths and needs.



Leading

with integrity

- Championing honesty and transparency
- Building trusting relationships



Encouraging

freedom and responsibility

- Working collaboratively
- Investing in effective partnerships



Thinking

innovatively

- Finding creative solutions
- Meeting individual needs



Improving

continuously

- Raising standards
- Developing strong and effective leaders



Celebrating

achievement

- Improving academic progress
- Enriching personal development

ETHOS
ACADEMY TRUST

Nurturing inclusive learning communities



Nurturing inclusive learning communities

Ethos College provides long term full time education places for Key Stage 4 pupils (ages 14 to 16) with wide ranging Social, Emotional Mental Health (SEMH) needs. Additional 1:1 teaching is also available for a small number of pupils across Key Stages 1 to 4 who are referred with medical needs or for those whose needs are more complex.

Our mission at Ethos College is to create a secure and stimulating learning environment in which all students are valued and respected, their learning is promoted and their strengths are nurtured. Our focus is to prepare young people for transition to post-16 education, employment or training.



Nurturing inclusive learning communities

Evolve Academy is a KS2 and KS3 school that supports students with wide-ranging Social, Emotional and Mental Health (SEMH) needs. We currently have two school bases: one in Wakefield and the other in Castleford. Some of our students have been permanently excluded from Wakefield primary or secondary schools. We also work in partnership with Wakefield mainstream schools to offer a 12-week placement for students who may require short-term step-out provision before returning to their mainstream school.

Our aim is to provide a supportive and nurturing environment that will enthuse and engage students in education. We strive to ensure that our students have clear pathways to their next educational setting, supporting schools to ensure that their varying long-term needs can be effectively met, whether this is in a mainstream or more specialised school environment. Our long-term aim is for students to be empowered to develop into responsible citizens beyond their school years.



Nurturing inclusive learning communities

Elements Academy opened in September 2022, and is a special school based in Rotherham for students in KS2 to KS4 who have social, emotional and mental (SEMH) needs. All pupils attending the academy have an Educational Health and Care Plan (EHCP) in place.

We provide a community that is safe, respectful and aspirational and the nurture principle is at the heart of everything that we do. We are able to offer a curriculum that empowers students to gain the skills, knowledge and resilience they need to be happy and successful individuals. At Elements Academy, we place equal value upon academic and personal development and, whilst we know our students have barriers to overcome, we are committed to giving them the skills to overcome them.

WHY WORK FOR THE TRUST?



Nurturing inclusive learning communities

Reach Academy is a well-established school for children in Key Stage 3 (ages 11 to 14) with Social, Emotional Mental Health (SEMH) needs. Some have been permanently excluded from Kirklees secondary schools. A high proportion of children make a successful return to their local or another mainstream school following their time at Reach Academy, while some progress to special school provision in order that their long term needs can be met.

We are committed to improving the life chances of pupils by removing barriers to engagement and achievement. Our aim is to create a secure and inspiring environment where every child is empowered to take ownership of their learning and their futures.



Nurturing inclusive learning communities


Engage Academy is a school for primary aged children in EYFS 2 and Key Stages 1 and 2 (ages 4-11) who are at risk of permanent exclusion and / or are permanently excluded from a mainstream school. A high percentage of our children have Social, Emotional Mental Health (SEMH) needs along with undiagnosed complex needs. All pupils are assessed whilst with us and the majority receive an Educational Health and Care Plan (EHCP) prior to going to their next school ensuring their needs are met in the future.

We offer a nurturing, safe, inclusive and friendly environment where the building of trusting relationships is paramount. We have a broad, creative curriculum that enables all pupils, regardless of need, to achieve their potential and thrive in their new schools.



Outreach Teaching and support staff within Ethos Academy Trust provide Outreach Services in Kirklees, supporting and working in partnership with mainstream primary and secondary schools. Our team members also work effectively with wider partners, including health & social care, to ensure early identification and ongoing assessment and timely support for children and young people with wide-ranging social, emotional and mental health needs. Experienced teachers offer advice to schools through our Outreach Advice portal and through Single Point Referral.

The Outreach Team also provides transition support through experienced Inclusion Workers for children who have been permanently excluded from school and children with Education, Health and Care Plans who require a bespoke transition into a new setting. The support for our children, young people and families is part of Ethos Academy Trust's continuum of SEMH provision.



Ethos Academy Trust is based in West Yorkshire, with all of our Academies in close proximity to one another and in easy reach of main motorways and the cities and towns of Leeds, Wakefield, Huddersfield, Bradford and Rotherham. The proximity of our Academies is such that it lends itself to close and collaborative working.

At Ethos Academy Trust, we are committed to providing a top-class education and we put the needs of all of the young people within our community at the heart of what we do. Our staff are pivotal in this and also in recognising, achieving and bringing to life our vision and values.

As such, we are committed to providing our staff with high quality professional development which can be evidenced through a variety of channels. We have numerous examples of staff who have developed and progressed their careers with the Trust. We fully embrace the fact that if we invest in our staff and their futures, we will create an environment where staff are happy, inspired and ambitious, which in turn means that they are able to create positive, engaging and life changing learning experiences for young people.

Ethos Academy Trust is fully committed to supporting and enhancing the wellbeing and mental health of all stakeholders. Across the Trust there are regular opportunities for staff to come together outside of their normal working day in a social or other activity capacity.

As an employer, we are able to provide the following benefits to all members of staff:

- The Trust maintains nationally agreed terms and conditions in relation to pay and conditions for teaching and support staff, and continues to subscribe to local holiday patterns and allowances within the local authority of each academy.
- All employees have the opportunity to access a pension scheme.
- All employees have access to Healthline which includes 24/7 Employee Assistance Programme and services such as physio and counselling for employees and their dependants
- An opportunity to collaborate with colleagues across academies and within the central Trust teams, with other academies and Multi Academy Trusts on a local or regional basis.
- Structured and informal opportunities to develop skills and opportunity to progress, share best practice (locally and nationally).
- Access to employee salary sacrifice schemes such as Cyclescheme, Techscheme and discounted gift cards.



I started working for Ethos College around 11 years ago as a Grade 7 Inclusion Worker. It was an immensely enjoyable and rewarding position. I loved the fact that I could support the social and emotional development of young people and have the ability to make a huge impact on their lives. I was inspired by our talented team and decided to combine my passion for science and education to train to become a qualified teacher. Ethos College supported me all the way and when a position became available, I applied and was so proud to take up the post of science teacher. Since then, I have not looked back! I am now working within the Senior Leadership Team at Ethos College, helping to develop our offer to young people educated around the local authority. Working at Ethos College and being part of the transformation of the lives of our young people is an absolute privilege.

EMMA GANNON,
ASSISTANT HEADTEACHER –
ETHOS COLLEGE





I was inspired to pursue a career with children who have SEMH needs through my experience of teaching music as an unqualified Teacher. I joined the Trust twelve years ago as an inclusion worker and was subsequently promoted to Senior Inclusion Worker, before being supported to secure a teaching qualification and, most recently, training to become a SENDCo. I gained a role as Deputy SENDCo, with a promotion to SENDCo at Reach Academy. The Trust and management team within Reach Academy not only supported my ambition to become a fully qualified Teacher, they continue to offer opportunities for my ongoing personal and professional development.

SARAH SIMMONDS, SENDCO - REACH ACADEMY

During my 6 years of employment with Ethos Academy Trust, I have been supported to access a number of professional opportunities and, after securing a teaching role two years ago, I am now a member of the Senior Leadership Team at Ethos College and have been supported in undertaking the NPQSL to help me enhance my leadership skills, understanding and practice.

The Trust is committed to providing relevant and meaningful professional development opportunities to support the career progression of the staff team. I have always felt highly valued and supported by the Trust in everything that I do. It is an absolute privilege to work for a Trust that is so invested in supporting its staff to be the best that they can be and help to transform the lives of so many young people.

JACK GHEE, ACTING ASSISTANT HEADTEACHER - ETHOS COLLEGE





ADVERT FOR TEACHING ASSISTANT

Job Title: Teaching Assistant

Grade: Band C

Hours – Term time only

Permanent

Closing date: Thursday 5 January 2023 at 9am

Full time salary - £21,189 (£18,336.63 actual)

About Ethos Academy Trust

Ethos Academy Trust is located within Kirklees and Wakefield, West Yorkshire and Rotherham, South Yorkshire. The overarching aim of the Trust is to create academies that provide environments that are welcoming, caring, calm, safe and purposeful and that, within a nurturing ethos, stretch our learners academically, support them pastorally and develop them socially and emotionally.

We seek to explore and celebrate the qualities that make our pupils unique. We believe passionately that education, at every stage of the pupil journey, is about the development and nurture of the whole child. We aspire for all our pupils to become confident, happy and caring individuals who achieve personal success and develop a love of learning and of life.

In addition to what will soon become six academies (Ethos College, Reach Academy, Engage Academy, Evolve Academy, Elements Academy and Enrich Academy), the Trust provides wide ranging early intervention outreach support and training to mainstream schools, alongside managing the statutory exclusions process on behalf of Kirklees and Wakefield Local Authorities.

Applicants

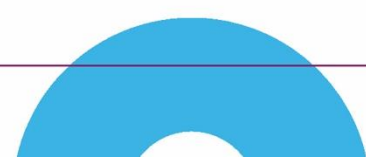
This is an exciting opportunity to join Ethos Academy Trust, where we aim to deliver the very best educational experiences for pupils from across the primary and secondary age range. Our academies are welcoming, calm and purposeful and, within a nurturing ethos, our learners are stretched academically, supported pastorally and developed socially and emotionally.

We are looking for Teaching Assistants who will provide positive and aspirational outcomes for pupils with complex social, emotional and mental health (SEMH) needs through high quality support and engagement, supporting transition and securing their physical and emotional wellbeing, whilst raising their self-esteem and encouraging independence.

You will possess GCSEs (A*-C) in Maths and English (or equivalent) or alternatively, you will hold a relevant qualification at level 2 (or equivalent). It is desirable that you have experience of working with children with special educational needs in KS2, 3 or 4 with SEMH needs. In addition, you will be able to communicate information in a clear and logical manner and be proactive and positive in your approach.

Our Teaching Assistant positions present an excellent opportunity for candidates who are potentially looking to gain experience to progress into teaching or for those who aspire to work within the area of Social and Emotional Mental Health. We are ambitious for growth and the development of our staff members and pupils and as such, there will be opportunities for progression within the Trust for successful candidates.

In return, we are able to offer a welcoming Trust with supportive management and a strong programme of staff development. You will receive exceptional support through our





outstanding staff teams who are skilled at working with young people with needs across the SEMH range.

Closing date: 5 January 2023 at 9am

Interview date: As soon as possible thereafter

If you require further information or would like to arrange a visit, please contact Adele Park – apark@eat.uk.com

You can apply for the vacancy at <https://www.eat.uk.com/recruitment-portal/current-opportunities/>





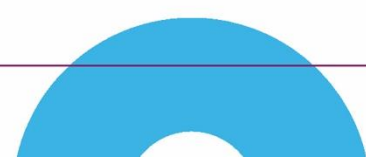
JOB TITLE


JOB DESCRIPTION

Job title	Teaching Assistants
Location	Elements Academy, Dinnington, Rotherham
Hours	Full time, Term time plus 5 inset days
Reports to	Line Manager
Staff responsible for	None
Closing Date	Thursday 5 January 2023 at 9am
Salary/Grade	Band C – Full time salary - £21,189. Actual - £18,336.63
Job Purpose	To provide positive and aspirational outcomes for pupils with complex social, emotional and mental health (SEMH) needs through high quality support and engagement, supporting transition and securing pupils' physical and emotional wellbeing, whilst raising their self-esteem and encouraging independence.

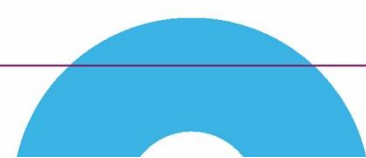
KEY OBJECTIVES AND ACCOUNTABILITIES


Main Duties:

- To support pupils across KS2-KS4.
 - To establish supportive, caring and secure relationships with pupils, acting as a role model and responding appropriately to individual needs.
 - To develop knowledge of a range of learning and SEMH needs and to plan, devise and implement appropriate programmes to support the development of children's emotional literacy skills and emotional well-being.
 - To implement and review intervention programmes/SEMH targets.
 - To create, develop and produce resources for use with intervention programmes, as appropriate, to support SEMH development.
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- To ensure that all pupil records are kept up to date on the relevant systems in accordance with the academy's procedures, and that appropriate levels of confidentiality are maintained.
 - To liaise, and maintain good working relationships with other staff, parents and external agencies, completing relevant associated paperwork.
 - To contribute to monitoring and recording pupils' SEMH progress and providing relevant feedback to stakeholders.
 - To liaise with the class teachers and SENDCO in the identification and targeting of pupils' SEND needs.
 - To liaise with teachers in the preparation of personalised plans and subsequent reviews for identified children.
 - To attend relevant in-service training as appropriate.
 - To attend to the pupil's personal needs and implement related personal programmes including educational, social, health, physical, hygiene, first aid and welfare matters.
 - Supervise and support pupils, ensuring their safety and access to learning.
 - Promote the inclusion and acceptance of all pupils.
 - Encourage pupils to interact with others and engage in activities.
 - Encourage pupils to act independently as appropriate.
 - Prepare the classroom, as directed, for the day and clear afterwards and assist with the display of pupils' work.
 - Be aware of pupils' individual needs, progress and achievements, and report to relevant staff.
 - Use effective strategies to support and promote positive pupil behaviour.
 - Provide clerical/admin support e.g., photocopying, filing.
 - Support pupils to understand instructions.
 - Provide academic support within the classroom, under the direction of the teacher.
 - Support pupils in using ICT as directed.
 - Prepare and maintain equipment/resources and assist pupils in their use.
 - Contribute to the overall ethos/aims of the academy.
 - Assist with the supervision of pupils out of lessons ie: break, lunchtime and taxi duty where required.
 - Accompany teaching staff and pupils on visits, trips and out of school activities as required.
 - Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder.

General


- To act with integrity, honesty and professional competence and understand the importance of confidentiality.
 - To have a positive attitude towards working with vulnerable young people including ability to be understanding, responsive, calm and supportive.
 - Carry out your duties with due regard to current and future Academy policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, induction and on-going performance development and through Academy communications.
 - Take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the college's responsibilities under the Health and Safety at Work Act
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- Demonstrate day to day commitment to the Trust's core values of community and mission statement
 - Carry out such reasonable additional duties as may from time to time be determined by or on behalf of the Trust Board.



PERSON SPECIFICATION

	Key Criteria	Essential (E) / Desirable (D)
Knowledge, Education and Training	You will possess GCSEs (A*-C) in Maths and English or equivalent OR relevant qualification at level 2 (or equivalent).	E
	Awareness of policies and procedures relating to child protection, health & safety and security, confidentiality and data protection.	E
	Basic knowledge and understanding of Health and Safety issues, and ability to identify risks within personal sphere of work.	E
	Basic knowledge of First Aid.	E
Relevant Experience	Experience of working with children, especially children with special needs in KS2, 3 or 4 (with SEMH experience).	D
Aptitudes, Skills and Competencies	Basic ICT skills.	E
	Ability to make simple decisions, in line with agreed procedures/policies e.g. prioritisation of work, appropriate release of sensitive information.	E
	Ability to clearly interpret oral or written information & instructions.	E
	Ability to communicate information in a clear and logical manner.	E
	Ability to maintain filing systems (manual and computerised).	E
	Ability to use Microsoft Office and Management Information Systems.	E
	Proactive and positive approach to liaising with parents/carers and wider stakeholders, both internally and externally. Committed to safeguarding and promoting the welfare of children and young people.	E
	Plans own day, works flexibly to get the job done on time, and ensures work is carried out to quality standards.	E
	Listens to others' points of view, seeks feedback and deals with it constructively, shares knowledge and good practice, suggests doing things differently to improve.	E
	Treats all people equally, fairly and with dignity and respect.	E
	Positive approach to team working.	E
	Takes ownership of personal development. Willing to pursue development opportunities.	E
	Commitment to ongoing personal training and development.	E
Any additional factors	Willingness to work outside of normal Trust hours on occasion.	E



	Hold current driving licence and have own vehicle available for transport during the working day.	D
	Willingness to undertake an enhanced Disclosure and Barring Service check, pre-employment and annually. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process	E

Safeguarding statement

Ethos Academy Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including an Enhanced DBS check (including Children's Barred List) and past employment references.

Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

Equality and Diversity statement

Ethos Academy Trust treats all applicants for employment in the same way regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

Disability statement

Ethos Academy Trust is committed to promoting equality of opportunity for people with disabilities. We continue to review our processes and procedures to ensure individuals with disabilities receive full and fair consideration for all types of vacancies at the recruitment stage and during their employment.

Individuals who apply to the Trust for employment will receive fair treatment and be considered solely on their ability to do the job. Where required reasonable adjustments will be applied. During employment the Trust, wherever possible, will retain the services of an employee who is or has become disabled.

Online checks for shortlisted candidates

In accordance with DfE Keeping Children Safe in Education 2022, an online search, including social media, will be completed on all shortlisted applicants prior to interview. Any relevant information will be discussed further with the applicant during the recruitment process.

GDPR

A copy of our Privacy Notice is available via our website: www.eat.co.uk

