



## Application Pack & Job Description Teaching Assistant - English



**Brookvale Groby Learning Campus**



## Welcome from the Headteacher

Thank you for expressing an interest in the role of Teaching Assistant within our English faculty at Brookvale Groby Learning Campus. There are a number of opportunities available. The post is advertised for 30 hours & 25 minutes per week term time, but we will also consider reduced hours for the right applicant. This is an exciting time to join our campus and we look forward to working with a new member of staff who will share our ambitious vision, “Valuing Everyone, Achieving Excellence”.

The campus has been through a period of significant change having converted to a multi academy trust in 2017 and a merger to a single academy trust from September 2019. Our founding schools were Brookvale High School, an ‘outstanding’ 11-14 high school, and Groby Community College, a 14-19 upper school graded as ‘good with outstanding features’. Now, as a united campus, we meet the educational needs of over 1500 students with over 300 of those enrolled in our Post 16 provisions.

We have a strong ethos of valuing everyone and achieving excellence for all. We set very high standards for our students and ourselves, we work hard, we look after each other, and we are committed to professional learning for all staff. As a consequence, the motto we use on a daily basis with our young people is to work hard, be kind which we feel symbolises the culture we aim to create on campus.

We have a spacious semi-rural campus location and most of our students live in the surrounding villages with some travelling from Leicester and its western suburbs.

We hope the documents provided help you to gain a feel for the school, but if you’d like to find out more, then please contact Debbie Phipps – [dphipps@brookvalegroby.com](mailto:dphipps@brookvalegroby.com) in the first instance.

We would like to thank you again for your interest in the post and we look forward to receiving your application. Please do note however that, to adhere to our Child Protection and Safeguarding procedures, CVs are not accepted as a form of application and are not put forward to the shortlisting panel. If you have not heard from us within 2 weeks of the closing date, then please take it that on this occasion your application has not been successful. If this is the case, then we thank you for your interest, and for the time spent applying.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Will Teece'.

Will Teece  
Headteacher



## Visions, Values and Ethos

The shared vision and values of the Trust underpins all that we do, including the governance arrangements for the Trust.

### **Our Vision**

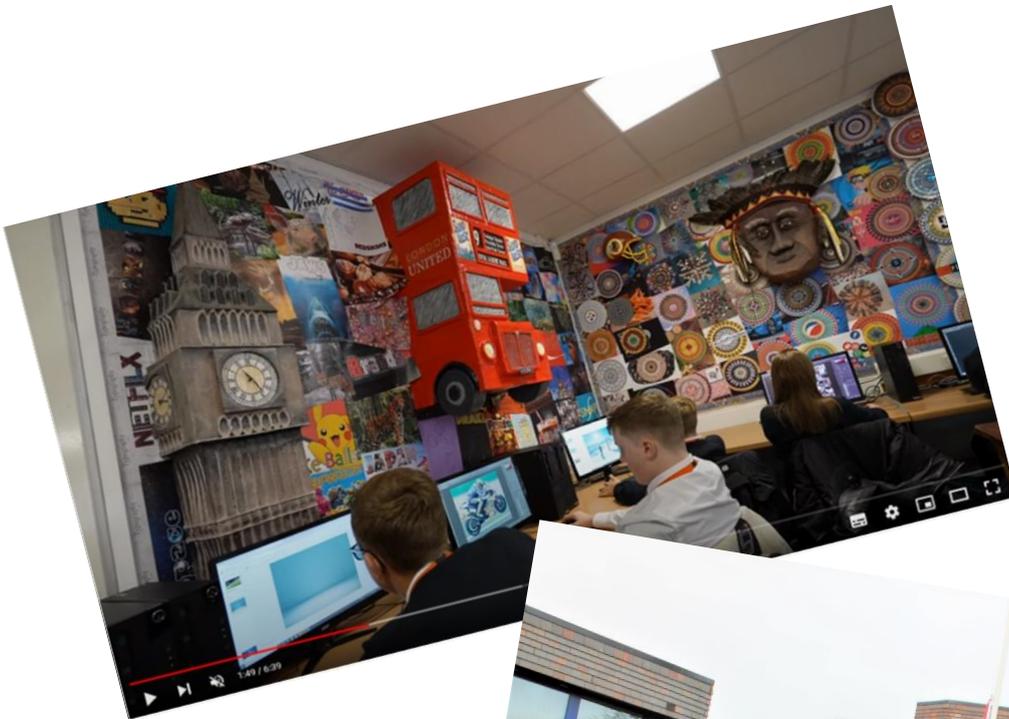
*Valuing Everyone, Achieving Excellence*

### **Our Motto**

*Work Hard, Be Kind*

### **Our Core Values**

*Community, Aspiration, Resilience, Excellence*





## Testimonials

### **Emails from parent during Covid pandemic:**

*I just wanted to acknowledge and thank you for all the ongoing engagement with students and communication with us as parents during this very difficult time. I can only imagine how much additional work this has generated for all the staff at BGLC, and it is greatly appreciated - we have felt very well informed throughout. As parents who both work full time we are not able to very closely supervise our sons during their home schooling, but we have seen how much engagement there has already been from their teachers, and I think/hope this will keep them on the right track! Many thanks again to all of the staff at BGLC.*

*I just wanted to send a quick "well done" and "thank you" to all your staff. I have 2 children at BGLC and I am very impressed with the lockdown learning that they have received this week. Thank you to your teaching staff for keeping them engaged in learning. In these challenging times, keep up the good work all.*

### **Extract taken from email correspondence, following a tour of the school by a prospective parent:**

*I would just like to say thank you for the time spent with me today on my tour of the campus, and state how impressed I was with the school. There seems to be a very calm, relaxed and organised approach to how the school operates, and I believe that obviously shows in the way your students behave.*

### **Written comments from parents following Open Evening:**

*I just wanted to write to say what a credit the students were to your campus last night. They were very helpful, polite and informative. I was in awe of the two students who spoke so confidently in front of a hall full of parents – what a talent to have at such a young age. The staff were all lovely too! We definitely left with a very positive view of the campus.*

### **Written comments from parents following Year 11 Progress Evening:**

*'All the teachers I have met tonight know my son very well. I think all of them are interested and care about his progress.'*

*'All 3 of our children have thrived through the support that the school has given them, so happy with their education.'*

*'The school is excellent, helping my child progress and I would recommend it.'*

### **Year 10 student:**

*In my opinion, the teachers that teach me are very patient in the sense that if I don't understand something, they will try their best to ensure that I grasp that piece of knowledge whether it be by a diagram or an acronym etc. Another great thing about the school is that we have so many facilities so that we can excel in whatever we may want to do.*

### **Year 7 student:**

*'At our school we have amazing facilities and most importantly, very supportive staff!'*

*'Students feel safe at BGLC'.*

*'We are rewarded for hard work'.*

*'We are listened to and supported by the teachers and staff'.*

### **Extract of letter from staff member:**

*'I have had the most positive experience and have enjoyed every day of it. I have worked in schools for the last 10 years and have never worked anywhere like this. From day 1, I have felt part of something amazing and special....the school has such a positive atmosphere and nothing has been too much trouble for anyone. I am sad to leave, but now I have a great basis for my career ...although I think it will be hard to find a school as good! I wish you continued success and maybe one day we'll meet again!'*



## Why work at BGLC?



- Fully resourced curriculum for KS3-5
- Clear / Evidence informed approach to teaching through our “Model of Expert Teaching”
- Clear CPD pathways to support every career aspiration
- Simple QA process through our Developmental Drop Ins
- Simple approach to home learning - 20/20/20
- Centralised behaviour system
- Friendly supportive community
- A commitment to staff wellbeing - evidenced by our workload charter
- Professional learning community - looking at the most impactful pedagogy
- Strong SLT presence
- Amazing campus



- No disruption to lessons permitted
- No fads - We have a plan and we stick to it
- No individual lessons plans
- No high stakes observations
- No gimmicks
- No unnecessary marking of students’ classwork - simple and effective whole class feedback prioritised
- No excess data analysis or data inputs
- No lengthy written reports
- No stagnancy or complacency
- No excessive after school meetings





## Faculty Information

### *'Progress in English is Outstanding' – Ofsted*

Teamwork is one of our key strengths and we believe that this lays the foundations for successful learning within all of our subjects, both pre and post 16.

The team within the English Faculty works enthusiastically and energetically in a continual effort to get the best out of all students regardless of their abilities. Our focus is on challenging and stretching all students: we continually reappraise practice, thinking creatively about new approaches. Most recently we have focused on how to use retrieval practices to ensure that students see learning as a continual journey. One of our strengths in the faculty is the ability to question in a supportive and challenging way; we also encourage greater independence, and develop critical thinking. All approaches and resources are shared with each other through a team Google Drive, and we have regular faculty meetings to share ideas and discuss teaching and learning strategies. Meeting with students outside of class is a natural extension of our work with them.

The team currently comprises thirteen English specialists and three dedicated teaching assistants. At GCSE we teach (AQA) Language and Literature as two separate qualifications to all students, offering GCSE Media as an option. At P16 we offer Language, Literature and the OCR Certificate in Digital Communications. There is a broad range of teaching experience and expertise in the faculty; training and personal development of each teacher is of central importance to us. We work closely with graduate teacher and student teacher programmes. We are particularly proud of our Campus Library which also falls under the management of the faculty, working closely with the library team to promote reading and literacy.

The Faculty has a long history of academic success at both GCSE and A level. We set ambitious targets for ourselves. Our students consistently achieve exam results which reflect their hard work and our dedication to ensuring that no child knowingly under-achieves.

The team teaches the majority of its classes in an English suite of 11 rooms over 2 drops either side of the library. There are three English offices, two of which are shared between TAs and teachers. All rooms within the Faculty have data projectors, whiteboards, and visualisers.



## Advert

# TEACHING ASSISTANT – ENGLISH

To commence August 2024

Grade 6 - £16,537 per annum

Monday – Friday, 8.30am – 3.15pm, 30 hours, 25 minutes per week

Additional holiday hours to be worked for Training days and Faculty meetings.

We are looking for an energetic and enthusiastic Teaching Assistant to support, motivate and challenge students within the English Faculty.

We are seeking someone with experience of supporting teaching and learning in a formal setting, along with knowledge of child protection and health and safety procedures.

The role will include: assisting with planning, delivery and evaluation of learning activities; supporting whole classes; and working with individuals and small groups of students.

It is essential that applicants hold Level 2 qualifications in English and Maths.

For further details, please email Debbie Phipps – [dphipps@brookvalegroby.com](mailto:dphipps@brookvalegroby.com)

**Closing Date: 9.00am, Tuesday 7<sup>th</sup> May 2024**

**Interviews to be held within 2 weeks of the closing date**

*The Brookvale Groby Learning Campus is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be required to undertake pre-employment checks which will include an Enhanced Disclosure and Barring Service (DBS) check, and a declaration that you are not a disqualified person under the Childcare (Disqualification) Regulations (2009).*

*Applicants are advised that online searches may be carried out as part of due diligence checks.*

*Other necessary checks will also be undertaken, including the requirement for two satisfactory references (one from your most recent employer) to be received prior to any offer of employment being made.*



## How to apply

Completed applications should be returned to [dhipps@brookvalegroby.com](mailto:dhipps@brookvalegroby.com)

Or by post to

**F.A.O. Debbie Phipps  
PA to the Senior Team  
Brookvale Groby Learning Campus  
Ratby Road  
Groby  
Leicester LE6 0FP**

### Queries

If you have any queries on any aspect of the application or need additional information please contact Debbie Phipps, on the above email address, or telephone 0116 2879921.

Thank you.





## JOB DESCRIPTION

<b>Job Title:</b>	<b>Teaching Assistant (TA)</b>
<b>Grade:</b>	<b>6</b>
<b>Responsible To:</b>	Faculty Leader
<b>Key Relationships/ Liaison with:</b>	Teachers, other classroom support staff, SENDCo, other agencies
<b>Job Purpose:</b>	A TA with an English background - will work under the direction and supervision of a teacher to assist with teaching and learning and associated activities in accordance with school policies and procedures. This may include: assisting with planning, delivery and evaluation of learning activities; supporting whole classes; and working with individuals and small groups of students.
<b>Hours</b>	Monday – Friday, 8.30am to 3.15pm, including an extra 30 hours for Teacher Training days and Faculty meetings.
<b>MAIN DUTIES AND RESPONSIBILITIES:</b>	
1.	To assist with the planning, delivery and evaluation of whole class learning activities, including identifying how the students can best be supported.
2.	To work under the supervision of a teacher to plan, deliver and evaluate learning activities for small groups or individual students, providing feedback on pupil engagement and their achievement of the desired learning objectives.
3.	To help prepare, monitor and maintain a safe and secure learning environment in line with the teacher's lesson plans.
4.	To promote the development of student's self-reliance, self-esteem and emotional resilience.
5.	To promote, observe and report on pupil performance and development, using assessment strategies to improve learning.
6.	To support the physical, intellectual, emotional and social development of students, facilitating children and young people's learning and development.
7.	To promote the development of positive relationships and acceptable behaviour in accordance with school/college policy.
8.	To develop positive relationships with colleagues, providing consistent and effective support and working constructively as a member of the school staff team.
9.	To support students to improve their numeracy and literacy skills through focussed learning activities and more generally across the curriculum.



10.	To prepare and utilise ICT resources to support students' learning.
11.	To prepare and support the use of learning materials, monitor and maintain curriculum resources, and create visual displays in order to ensure a relevant physical learning environment.
12.	To provide care and encouragement to children and young people with disabilities or special educational needs, supporting them to participate in activities and liaising, if required, with parents / carers / other professionals as appropriate.
13.	To provide support for bilingual / multilingual students if required.
14.	To invigilate internal and external tests and examinations under formal conditions.
15.	To assist with the maintenance of pupil record keeping systems, including recording agreed updates to individual records.
16.	To communicate as appropriate with parents and carers about the care and education of their children, as directed by the school.
17.	To assist volunteers based in your work area, as appropriate.

**Optional extra responsibilities, not affecting the grade**

18.	To contribute to assessing and developing plans to meet the personal support needs of children and young people with additional requirements, and assist in the implementation and evaluation of the plans.
19.	To monitor attendance to identify any patterns of absence and lateness and work with colleagues and parents to seek ways of helping the pupil to attend school more regularly.
20.	To lead an extra-curricular activity under the direction of the school but with limited direct supervision.
21.	To escort and supervise students on educational visits and out of school activities, ensuring their health, safety and well-being.
22.	To participate in the campus duty rota during break and lunch times.
23.	To provide toileting support to students as necessary.*
24.	To support, as appropriate, in instances where students are unwell whilst at the school/college.*

\* these duties only to be included by negotiation with individual employees, and after appropriate risk assessment and training have been undertaken.



## **SPECIAL FACTORS:**

**Subject to the duration of the need, the special conditions given below apply :**

- The nature of the post may involve the carrying out of outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the college.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.

## **WHOLE CAMPUS RESPONSIBILITIES:**

- Support current policies and recognised good practice on campus.
- Be aware of the importance of confidentiality and data protection.
- Participate in annual Performance Management review with Line Manager, based on agreed objectives, ideally one of which should be linked to the campus improvement plan where possible.
- To work as part of a team, to act as a contact in providing basic emergency first aid, if training is provided.
- Willingness to be flexible in both approach & use of time.
- All tasks should be undertaken with due regard to Health & Safety Regulations.
- To undertake such other duties which are within the scope of the job purpose, title of the job and its grade.

This post is subject to enhanced disclosure from the Criminal Records Bureau.

All BGLC employees are expected to promote and safeguard the welfare of students at this school.

**The Board of Trustees is seeking to promote the employment of people with disabilities and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable candidate with a disability.**

This Job Description sets out the responsibilities of the post at the time it was drawn up. Such responsibilities may vary from time to time without changing the general character and requirements of the post or the level of responsibility entailed. Variations are a common occurrence and do not necessarily constitute additional responsibilities or warrant a higher grade.



## PERSON SPECIFICATION

	Essential	Desirable	How assessed
<p><b><u>Qualifications</u></b></p> <ul style="list-style-type: none"> <li>NVQ 3 in Supporting Teaching and Learning, or equivalent</li> </ul> <p><b>OR</b></p> <p>Able to demonstrate the ability to meet the STL Level 3 National Occupational Standards relevant to this post</p> <ul style="list-style-type: none"> <li>Level 2 qualifications in English and Maths</li> </ul> <p><b>OR</b></p> <p>Able to demonstrate competency in literacy and numeracy equivalent to level 2</p>	<p>✓</p> <p>✓</p>		<p>App/Doc</p> <p>App/Doc</p>
<p><b><u>Experience</u></b></p> <ul style="list-style-type: none"> <li>Experience of supporting teaching and learning in a formal setting</li> <li>Experience of working in 16-18 age range</li> <li>Experience of working with secondary age students</li> <li>Experience of working with young people on the Autistic spectrum</li> </ul>	<p>✓</p> <p>✓</p>	<p>✓</p> <p>✓</p>	<p>App/Int/ Ref</p> <p>App/Int/ Ref</p> <p>App/Int/ Ref</p>
<p><b><u>Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Knowledge of child protection and health and safety procedures</li> </ul>	<p>✓</p>		<p>App/Int/ Ref</p>
<p><b><u>Skills/Attributes</u></b></p> <ul style="list-style-type: none"> <li>Ability and willingness to undertake professional development</li> <li>Good interpersonal skills</li> <li>Empathy with children and young people</li> <li>Ability to work effectively as part of a team</li> <li>Ability to work flexibly and on own initiative</li> </ul>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<p>App/Int</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p> <p>Int/Ref</p>
<p><b><u>General Circumstances</u></b></p> <ul style="list-style-type: none"> <li>An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations</li> </ul>	<p>✓</p> <p>✓</p>		<p>App/Ref/ Med</p> <p>App/Int</p>
<p><b><u>Factors not already covered</u></b></p> <ul style="list-style-type: none"> <li>An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations</li> </ul>	<p>✓</p>		<p>Med</p>

App = Application Form  
 Int = Interview  
 Doc = Documentary Evidence (E.g., Certificates)

Test = Test  
 Med = Medical Questionnaire