



The  
**3-18**  
Education  
Trust

# Applicant Information Pack

Teaching Assistant (Level 2)



*Courtesy – Enterprise – Endeavour*



## Headteacher Letter to Applicants

Thank you for the interest you have shown in our school. I am delighted you are considering joining William Brookes School and as the Headteacher I am proud to welcome you to our vibrant and successful school.

William Brookes is unique in that it is the only Coubertin school in Great Britain and is a place where Olympian values infuse every aspect of school life. Students gain good academic outcomes, but education is not just about the academic mind; it is also about the heart and so students at William Brookes are exposed to a broad range of enrichment activities; especially through the Arts and in Sport.

Please explore our website and read the additional materials included in this pack to find out more about us. The Job Description & Person Specification give you full information about this post. You are most welcome to contact Joanne Wilkinson to arrange a visit to the school or an informal telephone conversation with myself prior to any application.

I hope that you are inspired by what our school has to offer, and I would welcome an application from you.



Stephen Richards, Headteacher

## About our Trust



A very warm welcome and thank you for taking an interest in the current vacancy we have open within our Trust.

The 3-18 Education Trust is currently made up of five schools and derives its name from the age range of the pupils and students who attend those schools. We have an inclusive ethos, defined by age and we recognise that education is a continuous process, secured through consistent values and a strong transition (through the key stages).

Our **Mission** is that we aim to be an excellent Trust that supports and challenges in appropriate measure, so that every individual is in a great school.

Our **Values** are divided into those for students and those for the schools:

For our *students*, that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

For our *schools*, that we celebrate the differences between them, whilst enjoying the benefits of the team so that each school gives and receives support but retains its identity and culture.

Not only do we pursue the important dimension of achieving the best results for each student regardless of their starting point, but we also believe strongly that education is about developing well-rounded individuals who are ready, willing and able to make their contribution to society.

Please take a look at our Trust website <https://www.3-18education.co.uk/> for more details. For further information about our schools, please click on the links to their websites below.



<https://www.3-18education.co.uk/schools/coleham-school/>



<https://www.3-18education.co.uk/schools/the-priory-school/>



<https://www.3-18education.co.uk/schools/st-martins-school/>



<https://www.3-18education.co.uk/schools/thomas-adams-school/>



<https://www.3-18education.co.uk/schools/william-brookes-school/>

## Job Description



The  
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<b>Title of Post</b>	Teaching Assistant (Level 2)
<b>Post Status</b>	30 hrs/wk, 43.92 wks/yr (term time only + 1 PD Day)
<b>Salary/TLR/ Allowance</b>	Grade 5, Points 5-6
<b>Reporting to</b>	SENDCo

### Main Purpose

Working under the instruction of the SENDCo and teaching staff, Teaching Assistants support access to learning for students and assist the teacher in the management of students in the classroom. Work with students will be carried out in the classroom and during intervention sessions as required. You will be required to attend to students' personal needs and assist with the development and implementation of Individual health and personal care programmes.

The main purpose of the post is to support students with Special Educational Needs in class or within the Learning Support Department.

The role is flexible and responsibilities are likely to include:

- Working with class teachers to raise learning and attainment of students
- Out of class support within our Learning and Wellbeing Base
- Promote Students' independence, self-esteem and social inclusion
- Assisting in the day to day clerical work of the SEND department

### Duties & Responsibilities

#### Supporting the school/Learning Support Department

Where appropriate:

- develop a relationship to foster links between home and school
- liaise, advise and consult with other members of the team regarding students with SEN
- contribute to reviews of student progress and to target setting
- attend relevant in-service training
- be aware of and support school policy and procedures
- deliver specific interventions as directed by the SENDCo
- assist in supervising vulnerable students at lunchtime
- undertake any other duties that would reasonably be expected of the post holder

### **Professional Development**

- Help keep knowledge and understanding relevant and up-to-date by reflecting on your 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

### **Other Responsibilities**

- Comply with and assist with the development of 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 comply with all school policies and procedures
- Be aware of and support difference and ensure equal opportunities for all
- Contribute to the overall ethos and aims of the School and Trust
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings, training and learning activities as required

The postholder may be required to carry out any other duties that are commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post each individual task undertaken may not be identified.

This job description is subject to review, in negotiation with the post holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.

## Person Specification

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard level of education</li> <li>• 5 A*-C grades at GCSE, including English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• NVQ in Support for Learning or equivalent</li> <li>• First Aid qualification (or willing to undertake training)</li> </ul>
<b>Work or relevant experience</b>	<ul style="list-style-type: none"> <li>• Working with children, young people</li> <li>• Working in an educational setting or similar</li> <li>• Classroom administration support</li> </ul>	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Ability to support the needs of vulnerable children</li> <li>• Awareness of school-based education including child development</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of delivering intervention to students with cognition and learning needs</li> </ul>
<b>Skills and Abilities (relevant to post)</b>	<ul style="list-style-type: none"> <li>• Willingness to participate in training and development opportunities</li> <li>• Excellent communication and inter-personal skills</li> <li>• Good literacy skills (for report writing, etc)</li> <li>• Good ICT skills</li> <li>• Team player</li> <li>• Valid current passport and willingness to travel</li> <li>• Sufficiently fluent in spoken English to ensure effective performance in the role</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to train, supervise and develop other staff</li> <li>• Ability to liaise with external companies and organisations</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Sensitivity and empathy</li> <li>• Willingness to develop language knowledge and skills</li> <li>• Assertiveness and ability to elicit respect</li> <li>• Ability to deal firmly and fairly with young people</li> <li>• Self-motivation and initiative</li> <li>• Accuracy and efficiency</li> <li>• Ability to work calmly under pressure</li> <li>• Ability to organise, to prioritise and meet deadlines</li> <li>• Patience</li> <li>• Flexibility and the ability to quickly learn new systems</li> <li>• A positive and keen attitude with a commitment to high standards</li> <li>• A sense of humour</li> </ul>	
<b>Special Conditions</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake an enhanced Disclosure and Barring Service (DBS) check.</li> </ul>	



## Additional Information about William Brookes School



William Brookes School is a mixed comprehensive school with **over 930 students on roll**, including over **100 in the Sixth Form** and each September sees us oversubscribed in Y7. We value the **specialisms** we hold in **Performing Arts** and **Maths & Computing** and continue to support their profile. The school always has an exciting feel to it, with a lot going on every term. We moved into our brand new school in September 2010 and everyone, students, staff and the local community, has embraced the fantastic ICT rich facilities we now have at our disposal. Our school is very much focused on the people who work within the building and we work hard on achieving our motto of “be the best you can be through courtesy, enterprise and endeavour”.

Although situated in beautiful surroundings on the edge of the small rural town of **Much Wenlock**, we are far from being a sleepy rural school. We have **eight partner primary schools**, with whom we work very closely, but we draw from a much broader spectrum of some 25 or more primary schools, including some in Telford, Bridgnorth and Shrewsbury, as well as the **wider rural area of South East Shropshire**.

We are a **comprehensive** school in every sense of the word. Our **ability spread is wide and also well balanced**. The last few years have seen several of our students go on to Oxford and Cambridge but we also cater for students with quite complex special educational needs too. The socio-economic background of our students is equally mixed and we enjoy the same levels of support from parents from all sectors. Some children have moved to us from the independent sector, some students live in isolated communities and many live in our surrounding villages and towns, with some 25% coming from the immediate town of Much Wenlock and surrounding area, approximately 31% from Broseley, which lies to the south of Ironbridge and 17% coming from the neighbouring areas of Telford & Wrekin.



Dr William Penny Brookes

As the only “**Coubertin School**” in Britain we enjoy not only a rich cultural tradition that is derived from the life and work of our namesake, Dr William Penny Brookes, but also unique opportunities for Sixth Form students to undertake activities with partner schools from across Europe and beyond. Younger students are participating in student voice and leadership activities related to the Olympics and Olympic values. Our **Arts Centre, “The Edge”**, is located at the heart of our new school and it enhances our Music, Dance and Drama facilities as well as benefiting the wider community of this part of Shropshire and reflecting our great strengths in the performing arts.

**We consider ourselves very fortunate to work in a wonderful school with fantastic facilities in a beautiful location. We want William Brookes School to be a great place to learn and a great place to teach and hope that you will want to join us and be part of its exciting future.**



William Brookes School



## What We Offer

**In addition to exclusive access to a reward and discount scheme, comprehensive induction, commitment to your ongoing training and career progression, paid for enhanced DBS, we also offer:**

- A competitive salary
- Access to the Trust's Employee Assistance Programme, which includes 24 hour access for you and your family members to legal, financial, health, parenting and life advice
- 1:1 Counselling Service
- Cycle to Work Scheme
- Childcare Voucher Scheme or Tax-Free Childcare Scheme
- Access to freshly made hot meals or deli-style food on site
- Teachers Pensions (23.68% employer contributions)
- Local Government Pension Scheme (17.9% employer contribution)
- Generous Sickness Payment Scheme
- Eye Testing Scheme
- Flexible Working Policy
- Special Leave Policy
- Member of the Valued Worker Scheme (accredited by our recognised unions)
- A Disability Confident Committed Employer
- Continuous Professional Development (CPD)
- Collaborative working culture and professional development opportunities across our Trust schools

## Application & Appointment Process

Applications are to be made directly through the Teaching Vacancies portal at: <https://teaching-vacancies.service.gov.uk/jobs/821f4ee7-3748-4b27-86fc-dce6bb68cd57>

Interviews will be offered to those applicants who best demonstrate how their skills, abilities and experience match the person specification, taking into consideration the job description.

**Closing date for applications: 12.00 noon, Monday, 17<sup>th</sup> October 2022**

**Interviews will take place on Wednesday, 19<sup>th</sup> October 2022**

### **Please note:**

- It is essential that all elements of the application form on the Teaching Vacancies portal are completed in full.
- We do not accept CV's in support of an application.
- Paper applications will only be excepted in exceptional circumstances, please make contact with the school to arrange this.
- Appointments will be subject to clearance in respect of medical fitness, satisfactory references, right to work in the UK and criminal disclosure.
- This post is exempt from the Rehabilitation of Offenders act 1974 and as such the applicant who is appointed to this post will be subject to an Enhanced Disclosure before the appointment is confirmed. This check will include details of cautions, reprimands or warnings, as well as convictions and non-conviction information. Once appointed, the successful applicant may also be required to apply for an Enhanced Disclosure at intervals during the course of their employment whilst in this post.

If invited for interview, **you are required to bring evidence of your qualifications and appropriate documents to initiate the DBS application process** should you be the successful candidate.

*The 3-18 Education Trust is committed to safeguarding and promoting the welfare of children and young people, as such this post requires acknowledgement and understanding of safeguarding and child protection policies. Policies can be found on the school website <http://www.williambrookes.com/about-us/policies-and-documents.php>.*