

Briefing Pack for Applicants Teaching Assistant Level 2



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 Level 2 (2 positions)

Pay scale: NJC Grade 3, Point 5-6 £21,575-£21,968

Actual Annual Salary: £16,209-£16,504 (Under 5 Years of Service)

Contract: Full time, Permanent, 32.5 hours per week, 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. High Storrs School joined the Trust in March 2018.

High Storrs is a high-performing 11-18 secondary school on the South Western outskirts of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school.

Required as soon as possible we are seeking to appoint a hard-working and highly organised individual to undertake the important role of Teaching Assistant.

The closing date is Friday 24th February 2023 at midday with interviews week commencing 27th February 2023.

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 [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs.sheffield.sch.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council 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 referees.

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 across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils. In September 2020, Chapeltown Academy joined the Trust and enhanced the post-16 provision within the Trust in the north of the city and in September 2021, we were delighted that Woodthorpe Community Primary School became the first primary school to join the Trust. 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.

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 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 to join the 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.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews

Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2019, (the last set of formal examination results), students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the others successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the times that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 2.55 pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,



We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In November 2013 the school was graded 'Good' by Ofsted with Outstanding for the Sixth Form and student behaviour. Ofsted Inspectors commented: 'Well done. It has been a joy to be here, teachers are such positive role models'.

We look forward to your application and thank you for your interest in our school.

Section 4: 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 LEVEL 2
GRADE/SALARY	Grade 3 Scale Point 5-6
HOURS/WEEKS	32.5 hours per week / 39 weeks term time
LOCATION	High Storrs School
RESPONSIBLE TO	Higher Level Teaching Assistant
RESPONSIBLE FOR	n/a
PURPOSE OF THE JOB	To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
RELEVANT QUALIFICATIONS	Good literacy/numeracy skills Completion of DfES Teacher Assistant induction programme NVQ 2 for Teaching Assistants or equivalent qualifications or experience Training in the relevant learning strategies e.g. literacy First Aid training/training as appropriate

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.

1 SUPPORT FOR PUPILS
<ol style="list-style-type: none"> 1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities 2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes 3. Establish constructive relationships with pupils and interact with them according to individual needs 4. Promote the inclusion and acceptance of all pupils 5. Encourage pupils to interact with others and engage in activities led by the teacher 6. Set challenging and demanding expectations and promote self-esteem and independence 7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
2 SUPPORT FOR THE TEACHER
<ol style="list-style-type: none"> 1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work 2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals 3. Assist with the planning of learning activities 4. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed 5. Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc. 6. 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 7. Establish constructive relationships with parents/carers 8. Administer routine tests and invigilate exams and undertake routine marking of pupils' work 9. Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
3 SUPPORT FOR THE CURRICULUM
<ol style="list-style-type: none"> 1. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses 2. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher 3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use 4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
4 SUPPORT FOR THE SCHOOL
<ol style="list-style-type: none"> 1. 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

2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Appreciate and support the role of other professionals
5. Attend and participate in relevant meetings as required
6. Participate in training and other learning activities and performance development as required
7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
8. 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
9. Any other related duties as may arise.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Teaching Assistant Level 2

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NVQ level 2 for Teaching Assistants or equivalent qualification	AF/I
Good standard of education, including English and Maths to Grade C	AF/I
First Aid at Work qualification (or be prepared to train)	AF/I
KNOWLEDGE AND EXPERIENCE	
At least 3 years' experience in a school setting	AF/I
Experience of supporting students in a classroom environment, including those with special educational needs	AF/I
Experience of using information technology to support pupils in the classroom	AF/I
Knowledge of Health & Safety Regulations	AF/I
PROFESSIONAL DEVELOPMENT	
Maintain standards set by the organisation	AF/I
Develops own knowledge and skills to improve service area performance	AF/I
Takes responsibility for own actions	AF/I
Willingness to participate in further training and developmental opportunities	AF/I
SKILLS	
Good standard of education, including English and Maths to Grade C	AF/I
Ability to work alone unsupervised	AF/I
Ability to establish positive relationships with students and understand their needs	AF/I
Good organisational skills	AF/I
QUALITIES AND ATTRIBUTES	
Good interpersonal/communication skills	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.

1. 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.
2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.
3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.
4. 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.
5. 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.
6. 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.**
7. 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.
8. The Interview
Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.
9. 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.
10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs.sheffield.sch.uk by the closing date.