# Candidate Information Pack

# Teaching Assistant Level 2

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**Our Trust Prayer**

We thank you, God of Love, for the gift of children,

Bless the work of our Trust, that in all we do

young people may grow in wisdom and stature,

and so come

to know you,

to love you

and to serve you

as Jesus did.

We make this prayer in his name who is God

with you and the Holy Spirit, now and forever.

Amen

# About Liverpool Diocesan Schools Trust We believe

Jesus said ‘Let the children come to me.’ (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

We believe that as a diocesan led Multi Academy Trust (MAT) we create stronger bonds of collaboration and cooperation, sharing good practice, addressing areas of weakness and offering increased opportunities for professional development.

We are on a journey

We are on a journey to grow a Trust in which our schools will continue to thrive under the leadership of headteachers, supported and challenged by local governing bodies and accountable to the board of directors.

We are confident that this will be achieved whilst at the same time ensuring that all of our family of schools benefit from high levels of collaboration.

These are the things we value

Our values are more than just a statement; they are the core principles that guide our decisions and actions. We arrived at our values through consultation, looking at both the account in Genesis 18 of the visit to Abraham of three angels and also particularly at the icon of this event painted by Andrei Rublev. Through this we identified the core values to our Trust:

* Collaboration
* Valuing the Local
* Valuing Difference
* Inclusion

# About Huyton with Roby Church of England Primary

Teach children how they should live, and they will remember it all their lives.

Our mission is to see each child reach their full potential within a secure and caring environment. We seek to develop in our children an understanding of the Christian faith. We aim to be a welcoming and stimulating school that has strong links with home, our churches and the wider community.

Huyton with Roby is a popular and successful school. As a Church of England school our Christian values underpin all that we do, and we have close links with two local churches. We joined LDST in February 2018 to deepen these links and to continue to improve the education we provide to our children.

We are very proud of our 2015 OFSTED where we were rated as Good, having previously been considered Requires Improvement. This rating rewards the hard work and commitment of our staff to school improvement. We will continue improving and reach our goal of being Outstanding, so that all our children reach their full potential.

Our staff are committed to raising standards for all pupils. They pride themselves on working effectively together and in partnership with parents, to provide a caring and supportive learning environment.

We want children to enjoy their education and develop an enthusiasm for learning. To facilitate this we take full advantage of our fantastic surroundings including; a meadow, an adventure trail, and woodland. By integrating these into learning we provide a range of rewarding learning experiences that encourage, challenge and extend the abilities of our children.

We are proud of our school and encourage you to visit our website, which we hope will give you a real insight in to what makes us a truly successful and happy school.

# Job Description Title: Teaching Assistant Level 2

Salary: Pay Band D SCP 5-6 £19,312 - £19,699 FTE (pro rata)

\*subject to April 2021 Pay Award as per NJC Agreement

Hours: 20 hours per week, 39 weeks per year.

Accountable to: Deputy Headteacher/Headteacher

Location: **Huyton with Roby CE Primary School**

**Main Purpose:**

To work with and supervise the physical/general care of individuals and groups of children under the direction the teacher, providing general support to the teacher in the management of pupils in the classroom. When required to take part in the planning, development and implementation of programmes of support for pupils with special educational needs

**Main Duties:**

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| **Support for Pupils** | |
|  | Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities. |
|  | Deal with the personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and administering of medicines. |
|  | Establish good working relationships with pupils acting as a role model. |
|  | Encourage pupils to interact with others and engage in activities led by the teacher. |
|  | Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes. |
|  | Promote inclusion and acceptance of all pupils, self esteem and independence. |
|  | Provide feedback to pupils in relation to progress and achievement under the guidance and direction of the teacher. |
|  | Support the use of specialist equipment and procedures including, moving and handling to meet a child’s individual needs. |
|  | Respond to pupils minor medical problems administering basic first aid where appropriately trained. ***May be deleted if not appropriate to school need.*** |
| **Support for the Teacher** | |
|  | Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans. |
|  | In liaison with the teacher, utilise strategies to support pupils in achieving learning goals. |
|  | Assist with the display of children’s work. |
|  | Provide detailed and regular feedback to teachers on pupils’ achievements and progress in agreed format. |
|  | Promote good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy. |
|  | Provide clerical/administrative support (e.g. photocopying, word processing, filing, collecting money etc.) |
|  | Undertake routine tests and invigilate exams and undertake routine marking of pupils’ work. |
|  | Establish constructive relationships with parents/carers. |
|  | Undertake pupil record keeping as requested. ***May be deleted if not appropriate to school need.*** |
|  | To contribute to the review of pupils’ needs. ***May be deleted if not appropriate to school need.*** |
|  | Be involved in the planning, development and implementation of programmes of support for pupils with special educational needs. ***May be deleted if not appropriate to school need.*** |
|  | To escort pupils as necessary and assist in movement around the school. ***May be deleted if not appropriate to school need.*** |
| **Support for the Curriculum** | |
|  | Provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles. |
|  | Support Literacy/Numeracy programmes (e.g. Springboard, AL, FLS), recording achievements and progress and providing appropriate reports and feedback for the teacher. |
|  | Support the use of ICT in learning activities and develop pupils’ competence and independence in its use. |
|  | Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use. |
| **Support for the School** | |
|  | To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. |
|  | Contribute to the school ethos, aims and development/improvement plan. |
|  | Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background. |
|  | Work as part of a team appreciating and supporting the role of other people in the team. |
|  | Attend and participate in meetings as required. |
|  | Assist with the supervision of pupils out of lesson times, including before and after school, if appropriate, and within working hours. |
|  | Undertake personal development through training and other learning activities including performance management as required. |
|  | Accompany teaching staff and pupils on visits, trips and out of school activities as required. |
|  | Assist with the organisation, routines and upkeep of the wider learning environment. |
| **Note** | This is not a comprehensive list of all tasks which may be required of the postholder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.  This job description is intended to clarify the main duties and responsibilities of the post, but it is not intended to be an exhaustive list of all the tasks undertaken by the post. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.  Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Further Safeguarding policies can be found www.huytonwithrobyce.co.uk  Candidates should also refer to ‘Guidance for safer working practice for those working with children and young people in education settings’ which can be found by following the link - <https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>  Appointment to this post is subject to a satisfactory enhanced DBS check, 2 satisfactory references, and verification of qualifications. |
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|  | **Person Specification**  **Communication & Influence**  Actively listens to what others have to say and gains support for own opinion. Asks open questions and ensures that there is no confusion or ambiguity to the listener. Ensures own case is consistent when seeking support.  **Team working**  Demonstrates a non-judgemental approach to the values, views and needs of others. Sees other people’s point of view and encourages and respects views that are different from own. Takes time to get to know people and how they operate.  **Organisational Awareness**  Keeps up to date on changes / new developments in own and other areas of the schools activities and their impact on the schools performance.  **Adaptability**  Supports the change process, remaining positive during times of change. Willingly co-operates with others and highlights potential problems in a positive and supportive way  **Use of technology**  Is able to use and understands the purpose of information communication technology (ICT) and is able to use it for routine and pre-set purposes. Is able to share skills and knowledge with colleagues  **Professional values and Practice**  Demonstrates high expectations for all pupils.  Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for them development as learners.  Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.  Ability to improve your own practice through observations, evaluation and discussion with colleagues  **Experience & Knowledge**  Minimum 2 years experience working with and or caring for children of relevant age/subject area, in an educational setting.  General understanding of national/foundation stage curriculum and other basic learning programmes/techniques.  Basic understanding of child development and learning.  Ability to relate well to children and adults.  General awareness of inclusion, especially within a school setting  **Qualification & Training**  Achieved or working towards a Level 1 qualification in Maths/numeracy and English/literacy.  Requirement to complete DfES Teacher Assistant Induction Programme.  NVQ 2 for Teaching Assistants or equivalent qualification or experience.  Training in relevant learning strategies e.g. literacy / numeracy.  Willingness to undertake appropriate first aid training. |
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|  | How to Apply Application Process  The application process for this role is a 2 stage process:   * Application form * Interview |
|  | To be considered for this role you must complete the LDST application form. We are unable to accept CV applications, or applications from agencies.  Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview. |
|  | To ask any questions, or to submit your completed application form, please email huytonwithroby@knowsley.gov.uk or contact the office on 0151 477 8460.  LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate the essential criteria in the person specification.  Applicants from overseas, outside the EEA, are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector |
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|  | **Closing Date: Friday 12th November 2021 at 12pm**  **Interview Date: Wednesday 17th November AM (Time TBC)**  **Start Date of Post: January 2022** |
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