



Steel City
Schools Partnership

Recruitment
information for the
position of

Level 2 Teaching Assistant

Positions available at:
Bankwood Primary -
EYFS1, EYFS2, KS1
Mansel Primary – Y1
Monteney Primary
Windmill Hill Primary – KS2

Dear Applicant

Thank you for your interest in a career at Steel City Schools Partnership. We are a growing Multi Academy Trust, and there are currently 10 primary academies in the Trust.

SCSP has a proven track record of securing transformational change and sustainable school improvement. Our vision is to provide high quality education and deliver the best outcomes for young people within an ethos based on our vision and underpinning aims:

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To provide an excellent education for all.

Achieving Excellence Sustaining Excellence Sharing Excellence

Our success is due to our biggest and most valuable asset – our staff team. We have a number of positions available across our academies and we are looking for enthusiastic and dedicated individuals to work with us.

SCSP can offer you

- Guidance of a supportive and experienced leadership team who invest in the development of their teams and the Trust
- Free on-site parking
- Access to healthcare and wellbeing services
- Encouragement of further and continued professional development
- Local Government Pension Scheme

Here is some information about the academies currently in the Trust:

Bankwood

Sarah Reynolds - Headteacher from September 2023

Bankwood Primary (Ofsted Inadequate – March 2022) joined SCSP on 1st April 2023 after a period of working with SCSP since May 2022. This partnership came as a result of brokerage by Sheffield LA to support the school at a time of no leadership, governance and awaiting publication of the Ofsted report. The school is in Special Measures therefore there is much to do. However, there is a real willingness from all staff who are deeply committed to the school and community. The school has approximately 70% of the pupils deemed to be disadvantaged and serves an area of diverse and complex need.

Brook House Junior

Headteacher – Jack Huckstepp

Brook House is a rapidly improving school (Good – November 2022) in the west of the city serving the Beighton area. The school serves a close knit community and has wonderful external grounds, backing onto the Rother Valley Park. Brook House joined SCSP in April 2021 and in that time has made rapid improvements. Brook House works closely with its feeder secondary, Westfield as well as with other local and regional schools.

Fox Hill

Headteacher – Annali Crawford

Fox Hill is a successful school (Ofsted Good - July 2019) in the north of Sheffield serving predominantly the Fox Hill estate. The school has approximately 57% of the cohort deemed disadvantaged pupils and also hosts an Integrated Resource base for 21 pupils with 'complex and multiple' special educational needs. A new leadership team started in September 2022. Fox Hill works closely with the local secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

Greenhill**Headteacher – Scott Ellin**

Greenhill Primary is a highly effective school (Ofsted Good July 2022) serving the Greenhill village community in the south of the city. Since joining SCSP in February 2018, the school has made significant progress in raising the outcomes and progress for the pupils. A new leadership team started in September 2019. SCSP are delighted that an IR for 12 children with SEMH/ASD opened on site in Oct 2022 and the previous pre-school provision, became a school led nursery in April 2023.

Lound Infant and Lound Junior**Sarah Palmer - Headteacher from September 2023**

Lound Infant and Lound Junior, formally Lound Academy Trust, are the most recent schools to have joined SCSP in September 2021. Both schools are Good (Infant November 2022 and Junior September 2022) and serve the Burncross / Chapeltown area. Lound works closely with the other SCSP and locality schools in the north of the city as well as with its feeder secondary Ecclesfield.

Mansel**Headteacher – Emily Matthews**

Mansel is an effective school (Ofsted Good- March 2023) in the north of the city serving the Parson Cross estate. Approximately 62% of the pupils are deemed to be disadvantaged yet despite this challenge, has recorded very strong outcomes. The school has benefited from strong leadership and governance. Mansel works closely with the neighbouring secondary school and is a graduated English Hub (Whiston Worrygoose) network school for early reading and phonics.

Monteney**Nicola Osborne - Headteacher from September 2023**

Monteney (Ofsted Good – March 2023) is a popular school in the north of the city, mainly serving the Parson Cross estate. The recent Ofsted report stated "Pupils are happy and safe at this inclusive school. Leaders have a strong commitment to pupils, families and the community" Approximately 30% of the pupils are deemed to be disadvantaged and the school has above national levels of SEND. Monteney works closely with a range of external partners including Learners First and Learn Sheffield. Monteney has been a target English Hub (Whiston Worrygoose) network school for early reading and phonics.

Windmill Hill**Headteacher – Simon Plant**

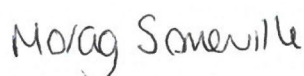
Windmill Hill Primary (Ofsted Good – June 2022) joined SCSP in February 2018 after a period of time working in conjunction with the CEO. Windmill Hill serves the Burncross / Chapeltown area in north Sheffield. The biggest challenge facing the school is the condition of the building and in December 2022 the Trust were delighted to hear from the DfE that the school was going to be rebuilt under the schools rebuilding programme. The school has made an application to reduce pupil numbers (45) due to a fall in the local birth rate. This is due to take effect from September 2023.

Woodseats**Headteacher – Jack Fellowes**

Woodseats Primary (Ofsted Good – November 2016) joined SCSP in September 2019 after a period of collaboration with Greenhill Primary. The Headteacher is new to role in September 2022 with the previous headteacher appointed to one of the Executive Directors School Improvement for SCSP. The school is housed within a Victorian building, and is based in the south of the city on the Chesterfield Road (A61). The school has approximately 33% of the pupils deemed to be disadvantaged yet recorded results in 2022 that were broadly line with national in all key stages.

These are exciting and rewarding roles and I look forward to receiving your application.

Yours faithfully



Morag Somerville
Chief Officer Operations



The Trustees of Steel City Schools Partnership are looking to recruit a number of skilled and inspirational practitioners as soon as possible to complement the educational support staff teams.

There are both permanent and temporary positions available.

The working pattern is 32.5hrs / 39weeks.

Specific information:

Bankwood – EYFS1, Reception, KS1

Mansel – Y1

Monteney - EYFS2 & KS1

Windmill Hill - Upper KS2

Grade 3, £23,500 - £23,893. Actual salary, £17,755 - £18,052

Role Expectations:

To work with an existing team of Teaching Assistants led by the Inclusion Lead / Leadership Team, to implement work programmes with individuals / groups, in or out of the classroom.

Relevant Qualifications:

- Good literacy/numeracy skills
- NVQ 2 for Teaching Assistants or equivalent qualifications or experience

The successful applicant must have the ability to work as an effective team member, be well organised, and have the ability to communicate with children and adults in a constructive and effective way.

We are looking for individuals who are lively and enthusiastic and who have the following philosophy:

- Committed to excellence within their work in school and across the partnership
- Committed to child centered education

Application Information:

For further information and / or to arrange a visit please contact:

Bankwood Primary ~ 0114 239 6711

Mansel ~ 0114 232 1278

Monteney ~ 0114 246 7916

Windmill Hill ~ 0114 246 8550

Please download an application form from

www.steel-city-schools-partnership.org

Completed application forms should be emailed to

jobs@steel-city-schools-partnership.org

Please state clearly on your application form which school you are interested in.

Closing date: 12 noon Wednesday 24th January 2024

Interview Date: to be confirmed

We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences.

We welcome applications from everyone.

JOB DESCRIPTION FOR POST OF LEVEL 2 TEACHING ASSISTANT

The postholder must, at all times, carry out his/her duties and responsibilities within the spirit of Steel City Schools Partnership and School policies and within the legislative framework applicable to academies.

POST TITLE	TEACHING ASSISTANT - LEVEL 2
GRADE	3
RESPONSIBLE TO	HEADTEACHER
PURPOSE OF JOB	<p>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.</p> <p>Work may be carried out in the classroom or outside the main teaching area</p>
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> ● Good literacy/numeracy skills ● 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

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

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

SUPPORT FOR THE TEACHER

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.

SUPPORT FOR THE CURRICULUM

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

SUPPORT FOR THE SCHOOL

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.

Any other duties and responsibilities appropriate to the grade and role.