****

**Employer:** St John CE Primary School, Farnworth
**Location:** Bolton
**Salary:** Grade D Scale, Point 6 – 11 plus SEN allowance
**Contract:** Fixed term to 31.08.25
**Applications Close:** Friday 31st January 2025
**Start Date:** ASAP

### Job Details – Teaching Assistant Level 2 with SEN responsibilities

Salary pro-rata – 25 hours per week, Term time only + 5 INSET days

The Governing Body of St John’s CE Kearsley Primary School is looking to appoint an excellent educational professional to share our vision and enthusiasm by joining the team of this popular and thriving National Nurturing School.
The role of the Teaching Assistant Level 2 is to support children within Key Stage 2, as well as within our nurture provision.

The successful candidate will work closely with colleagues across the Junior Unit.

You should be able to offer:

* A clear understanding of how children learn best and preferably some experience of using intervention methods as well
Fantastic support in the delivery of planned creative lessons that facilitate outstanding progress in a Junior classroom for English and mathematics.
* An understanding of the nurture principles and their application with a primary school setting
* A firm commitment to supporting children in achieving their potential, in spite of their barriers to learning.
* A firm commitment to raising expectations of achievement
A commitment to parents, home-school links and the wider school community
* Excellent communication skills

At St John’s CE Kearsley Primary School we will offer:

• Opportunities for personal and professional development
• Positive well motivated children
• A highly motivated and committed team

For an informal discussion please contact:

Visits to the school are warmly welcomed and encouraged. Please contact the school to arrange: 01204 333101 or office@st-johns-kearsley.bolton.sch.uk

Application forms and job descriptions can be obtained from the “Greaterjobs” website.

CLOSING DATE: Please return completed forms to HR Officer Mrs Diggle via email digglek@archbishoptempletrust.co.uk by Friday 31st January 2025 12:00pm (midday).

**** Welcome to The Archbishop Temple Trust

Chief Executive, Canon Jill Pilling

A very warm welcome from The Archbishop Temple Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, while maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that as a Trust we provide. The schools in our Trust are, Bishop Bridgeman Church of England Primary School, St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We have a very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with or exceed national standards, due to the combination of high-quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands with resilience;
* wish to make a real difference in the lives of others;
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills and a platform to develop leadership skills.

**Vision statement**

Archbishop Temple Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.

Archbishop Temple Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context each school remains part of the broader family of schools. The commitment to developing a high-quality curriculum, delivered by highly trained staff, quality first teaching and sharing expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

 \* ensuring rapid progress to outstanding for all schools.

 \* retaining and developing Christian distinctiveness and character of each academy.

 \* welcoming all schools into the Trust and securing excellent outcomes for all schools.

 \* providing stability and strength in governance and leadership.

 \* encouraging innovation and sound decision making.

 \* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

 \* raising aspirations to secure high levels of academic achievement.

 \* providing a wide range of memorable learning opportunities.

 \* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

 \* ensuring effective Governance together with ambitious and determined leadership,

 securing the best outcomes for our academy communities.

 \* valuing committed, reflective, positive staff who challenge themselves to be creative

 and take risks enabling outstanding performance.

 \* developing leadership capacity within the Trust.

 \* providing continual professional development and promoting a well-resourced, high

 quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors.

 \* each academy is recognised as a centre of learning excellence, disseminating best

 practice within and across the Trust.

 \* become the employer of choice.

 \* successful engagement with parents/ carers and the local community to support pupil

 progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

 Canon Jill Pilling CEO

****

***Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in the current vacancy within the Trust.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then Archbishop Temple Trust is a fantastic place to be.

All schools are judged as Good by Ofsted and have Good/Outstanding SIAMs Inspections. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on the respective websites. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

**Mrs Nikki Patel**

**Deputy CEO**

****

|  |
| --- |
| W:\NEW SCHOOL LOGO\St Johns logo white (003).jpg |
| Job Description**TEACHING ASSISTANT LEVEL 2 + SEN****JOB DESCRIPTION** |

|  |
| --- |
| Job Details |
| **School Name** | St. John’s C.E.P. School |
| **Job Title** | TEACHING ASSISTANT LEVEL + SEN |
| **Grade** | GRADE D + SEN ALLOWANCE |
| **Primary Purpose of Job** | Provide effective support for teaching, learning and administration at St. John’s C.E.P. School |
| **Responsible to** | Head Teacher |
| **Responsible for** | N/A |
| **Principal Responsibilities** | Provide support for teaching and learning activitiesContribute to children’s development and safeguardingProvide support to develop the learning environmentProvide support to children with special educational needs |

|  |
| --- |
| Main Duties |
|  | Provide support for learning activities across a range of key stages and in a range of environments |
|  | Support children’s development (e.g. physical, emotional, social, communication and intellectual development needs) |
|  | Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. |
|  | Encourage children’s positive behaviour |
|  | Contribute to positive relationships with children and adults through communication and interaction |
|  | Provide effective support for colleagues |
|  | Support literacy and numeracy activities |
|  | Support the use of information and communication technology for teaching and learning |
|  | Use information and communication technology to support pupils’ learning |
|  | Observe and report on pupil performance |
|  | Provide displays |
|  | Escort and supervise pupils on educational visits and out-of-school activities |
|  | Contribute to maintaining pupil records |
|  | Contribute to monitoring and maintaining curriculum resources |
|  | Invigilate tests and examinations |
|  | Support a child with disabilities or special educational needs |
|  | Follow school’s Intimate Care Plan Policy as appropriate  |

|  |
| --- |
| Other duties for staff with responsibility for supporting play in settings |
|  | Support children’s play and learning |
|  | Contribute to moving and handling children, as appropriate |
|  | The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school |

|  |
| --- |
| Version Control |
| **Job Description prepared by:** | E Barr |
| **Job Description updated:** |   |

|  |
| --- |
| W:\NEW SCHOOL LOGO\St Johns logo white (003).jpg |
| Person Specification  |

|  |
| --- |
| Job Details |
| **School Name** | **St. John’s C.E.P. School** |
| **Job Title** | TEACHING ASSISTANT LEVEL 2 + SEN  |
| **Grade** | GRADE D + SEN ALLOWANCE |

## Stage One

The minimum essential requirements for the above post are as follows. Please try to show in your application form, how best you meet these requirements. Disabled candidates are guaranteed an interview if they meet the essential criteria.

|  |  |
| --- | --- |
| Skills and Knowledge | Method of Assessment |
|  | Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner. | Application Form/Interview |
|  | Ability to listen and observe children/young people and share observational findings effectively.  | Application Form/Interview |
|  | Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly.  | Application Form/Interview |
|  | Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. | Application Form/Interview |
|  | Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners.  | Application Form/Interview |
|  | Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. | Application Form/Interview |
|  | Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities.  | Application Form/Interview |
|  | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information. | Application Form/Interview |
|  | Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. | Application Form/Interview |
|  | Value people equally, supporting an inclusive ethos | Application Form/Interview |
|  | Excellent numeracy and literacy skills | Application Form/Interview |
|  | Understanding of roles and responsibilities for supporting pupils’ learning and implications for the support you can provide.  | Application Form/Interview  |
|  | Knowledge and understanding of children and young people’s development in relation to the ages covered by the setting/school | Application Form/Interview  |
|  | Awareness of safeguarding principles and safe working practices | Application Form/Interview  |
|  | Displays commitment to the protection and safeguarding of children and young people. | Application Form/Interview |
|  | Knowledge and understanding of importance of consistent behaviour management | Application Form/Interview |
|  | Knowledge and understanding of the key features of effective communication.  | Application Form/Interview |
|  | Knowledge and understanding of appropriate software packages | Application Form/Interview |
|  | CompetenciesPlease note the school’s competencies, which are considered to be essential for all roles, are in the attached Core Competencies document. | Interview |

|  |  |
| --- | --- |
| Experience, Qualifications and Training | Method of Assessment |
|  | Experience of working with and/or caring for children within specified age range/subject area | Application Form/Interview |
|  | Holder of, working towards or willing to work towards an NVQ Level 2, BTEC Level 2 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning in Schools | Application Form/Interview |

|  |  |
| --- | --- |
| Work Related Circumstances | Method of Assessment |
|  | To attend staff training days, twilight training sessions and relevant out of hours training and events. | Application form/Interview |
|  | This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service | Application Form / Interview |

## Stage Two

This will only be used in the event of a large number of applicants meeting the minimum essential requirements. Please try to show in your application form, how best you meet these requirements.

|  |  |
| --- | --- |
| Skills and Knowledge | Method of Assessment |
|  | Be familiar with and able to set in motion accident/emergency, safety, safeguarding and welfare procedures, according to school/setting policies and procedures | Application Form / Interview |
|  | Ability to adapt learning activities to individual pupils’ needs and abilities | Application Form / Interview |
|  | Ability to identify the purpose of learning displays and devise design and content accordingly. Ability to create the display with due regard for safety and future maintenance, and to evaluate its effectiveness.  | Application form/Interview |

|  |  |
| --- | --- |
| Experience, Qualifications and Training | Method of Assessment |
| 1. | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | Application form/Certificate |
| **2.** | Knowledge and understanding of ICT materials, sources of information and advice, and how to adapt the use of ICT for pupils of different ages, needs and abilities. | Application Form / Interview |
| **3.** | Knowledge and understanding of procedures and policies around confidentiality, data protection and sharing of information | Application Form / Interview |
| **4.** | Knowledge and understanding of literacy and numeracy strategies and resources | Application Form / Interview |
| **5.** | Knowledge of the practical application of special educational needs strategies | Application Form / Interview |
| **6.** | Knowledge and understanding of how to maintain the health, safety and well-being of pupils when outside the school setting | Application Form / Interview |

|  |
| --- |
| Version Control |
| **Person Specification prepared by:** | School’s HR |
| **Person Specification updated:** |   |

**Core Competencies**

These core competencies are considered essential for all roles within this school. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.

**Developing Self and Others**

Promote a learning environment to embed a learning culture. Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act 2004 to respond in the event of an emergency. If the Emergency Management Plan is activated, you may be required to assist in maintaining key council services and supporting the community. This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality and Diversity**

Uphold the principles of fairness and the Equality Act 2010 in all undertakings as an employee of the school, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring and professional image.

**Health and Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow school policies and procedures on dealing with personal information and information assets, including the Code of Conduct, Information Management, and ICT Acceptable Use. Personal or confidential data should only be accessed or used for school purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required by the Immigration Act 2016.

**Working Hours**

The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

**Safeguarding**

This School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure and Barring Service.







****

**How to apply**

We hope that you have enjoyed reading about the Archbishop Temple Trust and our school and that you will feel able to apply for this post.

Please complete the **downloadable** **application form.** Please do not send CVs or open references as part of your application as these will not be considered.

It is important that you provide a complete employment history from when you left full time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work within our Trust, why you are the best candidate for the post and what you would contribute to our schools, with examples from your recent work if possible.

Please let us have both the supporting letter and the application form by **noon** on **Friday 31st January 2025** as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process.

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.