

Briefing Pack for Applicants Senior Teaching Assistant – Level 3



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 3

Location: High Storrs School

Pay scale: Grade 4, Scale Point 7: £24,294 to 12: £26,421

Actual Annual Salary: £18,637.07 to £20,268.80 (Under 5 years of service)

Contract: Permanent, 33 hours per week x 39 weeks term time

Start date: September 2024, or earlier if 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 Southwestern 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.

We are seeking to appoint a committed Senior Teaching Assistant Level 3. The role will involve in class support plus some 1:1 delivery of interventions. The successful candidate will work with the students on the special educational needs register to maximise performance for all students. The department is well resourced, enthusiastic, and experienced.

The closing date is midday on Friday 07 June 2024 with interviews taking place week commencing 10 June 2024.

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 Statutory Information - Minerva Learning Trust. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.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, Chapelton 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 southwest 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 other 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,



Claire Tasker

Section 4: About High Storrs

OUR ETHOS

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

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

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.



ABOUT US

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.'

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'five keys to success' and the notion of unlocking the potential in every student and member of staff. The High Storrs blogs and social media accounts will give you a further flavour of school life!

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

Section 5: 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 3
GRADE/SALARY	Grade 4, Scale Point 7 – 12
HOURS/WEEKS	33 hours per week / 39 weeks term time
LOCATION	High Storrs School
RESPONSIBLE TO	HLTA Team Leader SENDCO Director of Learning & Inclusion
RESPONSIBLE FOR	N/A
PURPOSE OF THE JOB	Supervision of small groups and 1:1 in-class support to deliver interventions including implementation of work programmes, managing pupil behaviour, and assisting pupils in relevant activities.
RELEVANT QUALIFICATIONS	Very good literacy/numeracy skills. NVQ 3 for teaching assistants or equivalent qualifications or experience. Training in the relevant learning strategies e.g. Literacy and/or in particular curriculum or learning area e.g. Bi-lingual, sign language, dyslexia, ICT, maths, English, cache etc. Appropriate first aid training.

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

1. Use specialist (curricular/learning) skills, training and experience to support pupils, including those with special needs, ensuring their safety and access to learning activities.
2. Assist with the organisation, development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
3. Establish constructive relationships with pupils, acting as a role model and setting high expectations.
4. Promote the inclusion and acceptance of all pupils.
5. Support pupils consistently whilst recognising and responding to their individual needs.

6. Under the guidance of the Team Leader, support pupils who are struggling to access mainstream education (e.g., through EBSA training, or home visits to support reintegration into school).
7. Encourage pupils to interact and work cooperatively with others and engage in activities, including out-of-class activities.
8. Promote independence and employ strategies to recognise and reward achievement of self-reliance.
9. Provide feedback to pupils in relation to progress and achievement.
10. Support transition activities under the guidance of the Team Leader

2 SUPPORT FOR TEACHERS

1. Work with the teacher to establish an appropriate learning environment.
2. Work with the teacher in lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress, and other matters, ensuring the availability of appropriate evidence.
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
6. Promote positive values and 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. Liaise sensitively and effectively with parents/carers as agreed with the teacher with your role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
8. Establish constructive relationships with parents/carers.
9. Administer and assess routine tests and invigilate exams/tests.
10. Provide clerical/admin. support e.g., administer coursework, produce worksheets for agreed activities.

3 SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
2. Implement local and national learning strategies e.g., literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
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.
5. Determine the need for, prepare and maintain general and specialist equipment and resources.

4 SUPPORT FOR 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.

SAFEGUARDING

- To be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and young people and to raise any concerns relating to such procedures which may be noted during the course of duty.

OTHER SPECIFIC DUTIES

- To play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example.
- To actively promote the school and Trust's policies.
- To be courteous and provide a welcoming environment.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
2. The above duties are not exhaustive, and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.

3. This job description will be kept under review and may be amended via consultation with the individual, Headteacher and Local Governing Body as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification



Minerva Learning Trust Person Specification



Post title: Teaching Assistant Level 3

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
NVQ level 3 for Teaching Assistants or equivalent qualification or Experience.	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 / AA
Experience of using information technology to support pupils in the classroom	AF / I
Knowledge of Health & Safety Regulations	AF / I
PROFESSIONAL DEVELOPMENT	
Develops own knowledge and skills to improve service area performance	AF / I
Evidence of a commitment to Professional Development	AF / I
Willingness to actively participate in professional development	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 / AA
Good organisational skills	AF / I
Good interpersonal/communication skills	AF / I
QUALITIES AND ATTRIBUTES	
High Expectations of self and others	AF / I
Ability to relate positively to students and show a fundamental commitment to them and their development.	AF / I
Ability to work cooperatively with a wide range of staff and as part of a team.	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 / AA
A commitment to equal opportunities.	AF / I
Can demonstrate a working knowledge of current legislation relating to the role e.g. GDPR	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