



Abbey Multi Academy Trust

St. Chads C of E Primary School



Recruitment Application Pack

Teaching Assistant Level 3

SC33



Contents

Welcome Letter	Page 3
Advert	Page 4
Application Process	Page 6
Job Description	Page 7
Person Specification	Page 10

Welcome Letter

Dear Colleague,

Thank you for your interest in the role of **Teaching Assistant** for St. Chads C of E Primary School.

We hope you will find all the information you need to inspire you to join our team. This pack contains information about the **Teaching Assistant** role, from which we hope you will gain an understanding of our ethos and approach and the high aspirations we have for ourselves and our pupils.

“To work in partnership to educate, nurture and empower”

Our vision is that the academies, supported by Abbey MAT, will provide an environment which is welcoming, caring, calm, disciplined and purposeful and will stretch our young people academically, support them pastorally and help them develop socially and spiritually.

We are committed to raising the skills base across our communities by ensuring a focus on quality, encouraging innovation and strengthening the ethos of the academies as distinctive schools. The framework will strive to maintain academies which will retain their own independent culture and ethos whilst operating within a strategic partnership to improve quality, share best practice and operate effectively and efficiently.

If you are seeking a truly distinctive role within a unique environment, please come and visit us and see what St. Chads and Abbey MAT have to offer.

We look forward to reading your application.

Helen Pratten & Catherine Garrett
Co-CEOs

Advert

Position: Teaching Assistant, Level 3

Reference: SC33

Salary: B3 £20,092 – £21,748
34.17 hours per week term time only
Actual salary £15,569 - £16,852 based on working 38 weeks per year

In Partnership to Educate, Nurture & Empower

The governors of St Chads CE Primary School are seeking to recruit a committed **Teaching Assistant** who is passionate about the development of children; **particularly pupils in Early Years Foundation Stage**. As a school, we are committed to ensuring the best possible outcomes for our children.

We are looking for:

- A talented individual who can work as part of our thriving team
- Someone who is passionate about education and learning
- Has the confidence to work one to one with pupils
- Someone who has high expectations
- Someone supportive of our Christian Ethos
- Willing to work flexibly

We can offer:

- A climate that values innovation and commitment
- Fantastic children who are willing learners
- A warm, welcoming and supportive community
- A commitment to your professional development

Abbey Multi Academy Trust is a Trust consisting of eight academies (three secondary, five primary) in the geographical areas of the Anglican Diocese of Leeds and Calderdale.

All our academies share in the Trust's mission to work **In Partnership to 'Educate, Nurture and Empower'**. For more information about us or our primary academies please visit the following links:

<http://www.abbeymat.co.uk/>

<https://www.st-chadsprimary.co.uk/>

To apply please download recruitment pack and email completed application form Recruitment@abbeytrust.org

Closing date: **3pm Monday 31st January 2022**

Interview date: **to be advised**

Whilst we would normally welcome visits to the academy, given the current situation we are facing regarding COVID-19 we are unable to accommodate this at present, however, if you would like to ask any question please contact the Recruitment Team via recruitment@abbeytrust.org who will ensure your query is responded to by the relevant person.

Alternatively, if you would like the opportunity to have an informal discussion with the Executive Principal (Primaries) and/or the Head of School this can be arranged by making a request via the Recruitment@abbeytrust.org email address.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check. We promote diversity and want a workforce which reflects the population of Leeds.

Equality and Diversity

Abbey Multi Academy Trust promote diversity and want a workforce which reflects the population of Leeds and Calderdale. We are committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically.

As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

We acknowledge the following basic rights for all members and prospective members of our community:

- to be treated with respect and dignity
- to be treated fairly with regard to all procedures, assessments and choices
- to be encouraged to reach one's full potential

These rights carry responsibilities and we require all members of our community to recognise these rights and act in accordance with them. In addition, we will comply with all relevant legislation and good practice.

No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.

Closing date: **3pm Monday 31st January 2022**

Interview date: **to be advised**

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please note all sections of the Application Form should be completed. Supporting statements should evidence skills and experience against the requirements of the job description and person specification.

Completed applications should be returned by email to recruitment@abbeytrust.org

CVs will **not** be accepted in place of a completed Application Form.

All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 320 1425

Invite to Interview

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

Candidates will be selected for interview entirely on the content of their application form. Candidates are advised to read the job description and person specification carefully before completing an application form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS and Barred List check will be required for this post.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies will not be accepted.

Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;

- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status;
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period;
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Abbey Multi Academy Trust is committed to safeguarding children. This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

References & Verifications

We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.

Queries

If you have any queries on any aspect of the application process or need any further information or you would like the opportunity to have an informal discussion, please contact us via the Recruitment@abbeytrust.org email address.

JOB DESCRIPTION

Job title:	Teaching Assistant – Level 3
Salary Range:	B3
Responsible to:	GOVERNORS, HEAD OF SCHOOL, INCLUSION LEADER, CLASS TEACHER

To assist in the planning, teaching and assessing of the differentiated curriculum and in developing, implementing and evaluating individual education plans and individual behaviour plans, under the general direction of the teacher.

Support for Pupils:

- Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their access to learning resources.
- Help individual pupils or groups of pupils to access the curriculum, including assisting with the planning and evaluation of learning activities.
- Record observations of pupil progress towards development goals and, where necessary, upload or input these into the school's assessment system e.g. Tapestry
- Enable pupils on inclusion programmes to access the curriculum.
- Supervise pupils in small group or one-to-one learning activities, either in the classroom or in school away from the main teaching area, following appropriate risk assessment.
- Ensure pupils' safety, welfare and personal hygiene. (Basic First aid to be included where appropriate).
- Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher.
- To provide intimate care as required, in accordance with the academy's intimate care policy.
- Support the implementation of IEPs, Behaviour Plans, Personal Care Programmes, Curriculum Planning and Assessment.
- Promote self-esteem and independence amongst pupils.
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy. Evaluate learning and provide feedback to the teacher / parent / agency as needed.
- Provide specialist expertise in relation to specific curriculum areas and/or deliver specialist support for pupils, which demands a high degree of skill in using particular methods, and contributes to the professional development of colleagues.
- Take action to meet pupil needs as they arise to avoid undue physical or mental stress.
- Supervise during outdoor learning, Physical Education lessons, playtimes and lunchtimes (where necessary) to ensure the continued safety of children and support the development of social skills by planning, teaching and participating in outdoor learning activities.

- Where necessary, supervise children in the dining area ensuring good standards of behaviour and manners and reporting any incidents of unacceptable behaviour to the Head of School or other member of the Senior Leadership Team.

Support for Teachers:

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers.
- Assist the teacher with general administration and support classroom management, including the preparation of teaching and learning materials and resources.
- Undertake structured and agreed learning activities / programmes and adjust activities according to pupil responses / needs.
- Work with pupils on programmes linked to local and national curriculum and learning strategies e.g. literacy, numeracy, early years, recording achievement, progress and feeding back to the teacher.
- Monitor pupils' responses to learning activities and achievement as directed.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Share with the teacher, colleagues, supporting professionals and parents issues of concern and positive feedback about the pupil's welfare and achievements.
- On the basis of their knowledge and understanding of pupils' needs and responses to learning, contribute actively to the planning and review of the curriculum and individual education plans/individual behaviour plans by recommending changes in targets or provision to the teacher.
- Undertake pupil record keeping as requested.
- Assist with the collation of pupil reports as requested by the teacher. This may involve data input.
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work in the classroom and around school.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark routine tests e.g. spelling, mental arithmetic and invigilate tests as required.
- Provide clerical support for teacher's e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities.
- Supervise pupils in planned activities, when the teacher is temporarily absent, in accordance with instructions/directions.

Support for the School:

- Provide advisory support and contribute to the professional development of colleagues in relation to their specialist area of expertise.
- Be aware of and comply with policies relating to child protection, health & safety, confidentiality, safeguarding and data protection, reporting all concerns to a nominated person.
- Contribute to the overall work, smooth running and ethos of the school.

- Appreciate and support the role of other people in the team.
- Attend and participate in meetings as required.
- Improve one's own practice through training, self-evaluation and performance management.
- Assist with the supervision of pupils out of directed lesson time, including before and after school and at lunchtime, within working hours.
- 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 a teacher.
- Respond to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff.

Note:

This Job Description provides the overall strategy and remit of the post holder. This Job Description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties. Elements of this Job Description, and changes to it, may be agreed at the request of the Co-CEO/Executive Principal or the incumbent of the post. The above must be viewed in conjunction with the relevant sections of the School Teachers' Pay and Conditions of Service document which is published annually.

I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the Co-CEO/Executive Principal

Name:
(Please print)

Signature:

Date:

Teaching Assistant – Level 3						
PERSON SPECIFICATION CRITERIA						
Qualifications		ESSENTIAL			DESIRABLE	
1	GCSE, Grade C or above, in English and mathematics	A		I		
2	NVQ Level 3 for Teaching Assistants or equivalent qualification	A		I		
2	Completion of, or working towards, additional professional qualifications relevant to this post.				A	R I
Professional knowledge, skills and abilities		ESSENTIAL			DESIRABLE	
1	Evidence of high expectations which inspire, motivate and support students.	A	R	I		
2	Knowledge and understanding of diverse range of potential barriers to learning, how to identify and address such issues.	A	R	I		
3	Ability to lead, motivate and develop effective team working between students and staff to ensure common goals are met.	A	R	I		
4	Knowledge of and ability to implement positive behaviour systems and procedures.	A	R	I		
5	Proven ability to manage behaviour effectively to ensure and foster a safe, engaging, enjoyable and outstanding climate for learning.	A	R	I		
6	Ability to communicate confidently and effectively with students, staff, parents/carers and relevant external agencies.	A	R	I		
7	Understanding and practical experience of safeguarding policies and procedures to ensure students' well-being, in accordance with statutory provisions and policies.	A	R			

8	Knowledge of the wider educational context and national accountability frameworks				A	R	
9	Knowledge of the primary National Curriculum	A	R	I			
10	Ability to undertake observations and assessments of pupils including those with special educational needs	A	R	I			
11	Confident in the use of ICT to maintain accurate student records and communicate information effectively to others.	A		I			
12	Ability to lead, organise and motivate other staff where appropriate	A	R	I			
13	Ability to contribute effectively to the planning of a teaching programme	A	R	I			
Experience		ESSENTIAL			DESIRABLE		
1	Significant experience of working in a similar role within a school/academy setting.	A	R	I			
2	Substantial expertise in initiating and maintaining successful working relationships with students, teaching and non-teaching staff, parents/carers and relevant agencies.	A	R	I			
3	Proven record of successful delivery of support to students to overcome barriers to learning both at a strategic and operational level resulting in improved outcomes and progression for students.	A	R	I			
4	Experience of classroom organisation	A	R	I			
5	Experience of advancing progress of pupils of relevant age within a learning environment				A	R	I
6	Experience of working with children with Emotional and Behavioural difficulties				A	R	I
Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
1	An inspirational, caring practitioner with an ability to communicate effectively with others for the benefit of students.	A	R	I			

2	Ability to be flexible and responsive to rapidly changing situations	A	R	I			
3	Ability to work calmly under pressure	A	R	I			
4	Ability to reflect critically, and respond to student and academy needs.	A	R	I			
5	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour.	A	R	I			
6	Ability to articulate, communicate and support the ethos and values of Abbey MAT			I			
7	Enabling the highest levels of student achievement through translating vision, ethos and values into practice			I			
8	Excellent interpersonal, written and oral communication skills.	A		I			
9	Be resourceful and think creatively in order to anticipate and problem solve.	A		I			
10	Prioritise, plan and organise self and others across the wide range of responsibilities.			I			
11	Inspire, challenge, motivate students and staff towards a shared vision.		R	I			
12	Foster an open, fair and equitable culture, managing conflict where necessary.		R	I			
13	Support for the Christian ethos of the Academy.	A		I			
14	A willingness to play a full part in Academy life and activities outside the classroom.	A		I			

The criteria will be evidenced as indicated below:

‘A’ refers to the candidate’s Application form and covering letter

‘I’ to interview

‘R’ to reference

Candidates should address at least all items marked ‘A’

Referees are asked to comment on items marked ‘R’

Where many candidates meet the essential criteria, the desirable criteria will be used to shortlist for interview.