



Teaching Assistant

**Candidate Pack
2023**



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Our School



Loatlands Primary School is situated in the town of Desborough and we pride ourselves on being part of the local community. Our school facilitates two-form entry from Reception to Year 6, in addition we can accommodate up to 39 children in either the morning or afternoon sessions at our attached Nursery. Our children are well behaved and enthusiastic learners, they enjoy coming to school

We have a modern, open and welcoming learning space. We have a large and colourful library, a hall space with an attached dance and drama studio, excellent outside learning areas for Reception children and plenty of green space including a trim trail and a conservation area where we offer Forest School sessions to all pupils throughout the school. Classrooms are fully equipped with interactive screens and our ICT provision includes laptops and iPads in mobile trolleys for use by all classes.

At Loatlands our dedicated team of staff and governors seek to work in partnership with families in order to nurture the whole child and develop the highest standards of education for all children. We believe passionately in creating a love of learning that will allow children to become enquiring learners in all areas of our exciting and enriching curriculum.

During our last Ofsted inspection in June 2016 we maintained our 'good' rating.

Vision & Values



Our Vision

At Loatlands Primary School we believe in the transformative power of education. Our school community is where we develop as well-rounded individuals, using our collective strengths to grow as a team. We believe that every member of our school community has the capacity to excel. This success will only be achieved through a commitment towards our shared values of respect, resilience and curiosity.

Our Values

Respect

- We are a caring and thoughtful school community. We understand the importance of showing kindness and politeness to others.
- We appreciate our differences and accept others for who they are. We celebrate our unique strengths and talents.
- We promote honesty, understanding that we are all responsible for our own actions.
- We act with integrity so that we can respectfully disagree and move forward together as a result

Resilience

- We show courage and positivity when working together to tackle new challenges. As learners, we know our own strengths and weaknesses, taking bold risks whilst learning.
- We seek feedback to help us grow. We learn from our mistakes, showing determination to succeed.
- We support each other so that we are happy, confident individuals. We are encouraged to make healthy choices so we feel good about ourselves.

Curiosity

- As a community, we ask questions about the world around us to challenge our thinking. We initiate our own ideas, exploring them creatively and taking pride in the outcomes.
- We are passionate learners who investigate and seek out answers.
- We make connections to our own experiences and collaborate with others.

Career development



We are committed to developing our staff and invest heavily in our well developed CPD programme, as well as giving our staff the freedom to focus on highly effective learning. We also provide our staff with access to accredited qualifications and training.

Apprenticeships-Both our support staff and teaching staff have access to apprenticeships unique to their area of work.

Early Career Framework-We are proud to be a member of Pathfinder Schools who in partnership with the Best Practice Network (BPN) delivering the new Early Career Framework. Our Early Career Teachers benefit from our specialist skills in the new framework.

National Professional Qualifications (NPQ'S)-Pathfinder Schools is an official NPQ delivery partner who in collaboration with the Outstanding Leaders Partnership (OLP) are delivering the new National Professional Qualifications (NPQ) training programmes to schools from November 2021. The new qualifications draw from the very latest evidence and research into pedagogy, behaviour, curriculum and more.



What our staff appreciate most

“ ”

Feeling welcomed and appreciated

The kindness of the staff and the safe environment

The emphasis on the importance of wellbeing

Pulling together when things get tough

Support and opportunities provided by the Trust

The 'family' feel of the school

The actual job itself is lovely

The children's behaviour

The children first ethos



Pathfinder Schools is a growing family of Academies, made possible by our talented staff and volunteers. We are fortunate to support pupils from nursery age up to post-16, and are proud of the contribution we make to local families throughout their children's education.

Our values of COLLABORATION, HUMANITY and INDEPENDENCE drive every decision we make.

Being part of Pathfinder Schools offers a fantastic opportunity to develop yourself, as a Trust we actively encourage collaboration and the sharing of good practice; we believe that by developing a love of learning and having the highest expectations, all members of the Pathfinder Schools community can achieve and inspire greatness.

"As a group of schools, we continue to grow stronger through collaboration and have seen some dramatic improvements as a result of our close working relationships"

Ann Davey-CEO-Pathfinder Schools

OUR PURPOSE

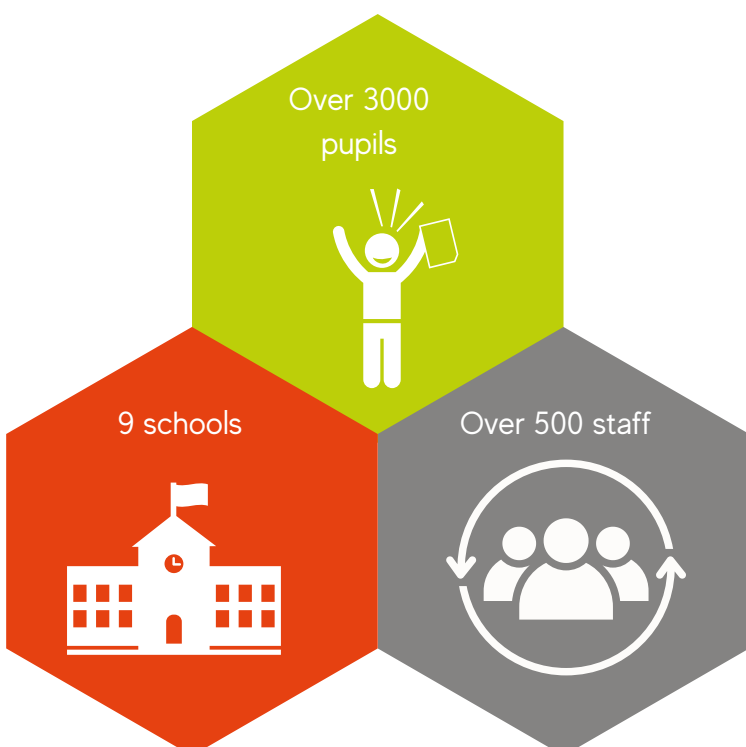
We exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

OUR VISION

At the heart of every Pathfinder School is the belief that life is about more than success; it's about greatness. The secret to finding this greatness lies in our everyday actions that make life more fulfilling and more rewarding for us and those around us.

OUR VALUES

Our values stand at the very core of everything. They are the centre from which all we do and say radiates, guiding the way that we work together.



Teaching Assistant - Nursery



Advert

Contract type-Fixed Term

Salary-Grade B Points 1-2

£20,812 - £21,189 per annum pro rata

8:40am - 11:40am (Monday, Wednesday,
Thursday, Friday)

and

12:40pm - 3:40pm (Monday, Wednesday,
Thursday, Friday)

39 weeks per year

Job-share would be considered, split into am
and pm role

Closing date-31st January 2023

Interviews-w/c To be confirmed

Start date-As soon as possible

How to apply

To apply, please complete a Pathfinder Schools
teacher application form, which can be
downloaded from the vacancies page of the
website

www.pathfinderschools.org.uk/join-us/vacancies

Completed application forms should be
accompanied by a letter of application and
should be sent to recruitment@pfschools.org.uk

Loatlands Primary School is situated in the town of Desborough. We currently have 443 children on roll across the school and nursery. Our children are well-behaved and enthusiastic learners, they enjoy coming to school and there is a supportive and forward-thinking staff team.

We are looking for a Nursery Teaching Assistant to cover during the absence of the substantive post holder, this is expected to be up to the end of this academic year.

The successful applicant will need:

- A passion for supporting children to achieve the very best that they can
- A caring, nurturing nature and enjoy making a difference in children's lives
- Enjoy working as part of a team and have great communication skills
- To be calm and patient, firm but fair
- To be able to keep clear and accurate records.

Loatlands Primary School is committed to safeguarding and promoting the welfare of children. In line with safer recruitment practice, an enhanced DBS check is required for the successful applicant and references will be requested for short-listed applicants prior to interview.

Loatlands Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address :
<https://loatlandsprimary.net/information/school-statutory-information>

For any queries about the post, please contact the School Business Manager, Mrs Gillian Seakens on 01536 903713 or email bursar@loatlands.pfschools.org.uk

We occasionally close vacancies early in the event that we receive a high volume of applications. Interviews may begin soon after receipt of applications for shortlisted candidates, therefore we recommend that you apply early.

Pathfinder Schools are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. DBS, Reference, Identity, Criminal Record and Medical Checks are mandatory for all posts within Pathfinder Schools.

Pathfinder Schools is passionate about its values of collaboration, humanity and independence, we believe that when people feel respected and included they can be more creative, innovative, and successful. We are committed to an inclusive workforce that represents many different cultures, backgrounds and viewpoints. Our employee lifecycle processes are designed to prevent discrimination against our colleagues, regardless of gender identity or expression, sexual orientation, religion or belief, pregnancy and maternity, marital status, ethnicity, age, disability status, or any other aspect which makes them unique. While we have more work to do to advance diversity and inclusion, we're committed to moving our Trust and the education sector forward.

Teaching Assistant

Job Description



Responsible to: The Head Teacher

Purpose of the role: To work under the direct instruction and 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. Work may be carried out in the classroom or outside the main teaching area.

Principal responsibilities:

- Jobs comprise a sequence of tasks that form standardised work routines.
- May provide informal assistance to less experienced colleagues.
- Work under direct instruction/guidance from teaching staff, enabling access to learning for pupils including those with special educational needs.
- Post requires courtesy and effectiveness in dealing with other people.
- Able to ask questions, seek clarification and exchange information using tact and diplomacy.
- May provide straightforward clerical support to teacher
- Likely to interact with colleagues, pupils, parents, carers and educational professionals under clear direction of class teacher and Senior Leaders.

Working Environment:

- Assist with the planning, development and implementation of pupil education/behaviour plans and personal care programmes including toileting, hygiene and feeding/meal times; to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Carry out medical procedures (e.g. catheterisation and gastrostomy feeding) in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies; deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.
- Care for a sick or injured child, accompanying them to hospital and remaining with them until the parent arrives to ensure continuity of care.
- Be aware of and comply with policies and procedures relating to child protection, health and safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Supporting pupils in the learning environment:

- Supervise and support pupils in the learning environment to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils.
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum (for example literacy, numeracy, ICT).
- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment.
- Set challenging and demanding expectations for pupils and promote self-esteem and independence under the direction/guidance of class teacher.
- Establish constructive relationships with pupils and interact with them according to individual needs.

Supporting pupils outside of lesson time:

- Supervision of pupils at break and lunchtimes to encourage structured and positive play.
- Manage behaviour in line with the agreed School Behaviour Policy and log serious incidents as required on School Management Information System.
- Act as a role model for structured play.
- Work alongside the senior leader responsible for lunchtimes to develop a play scheme for lunchtimes.
- Ensure effective implementation of the play rotas.
- When outside, wear hi-vis jackets to enable children to easily identify a member of staff.
- Take responsibility for deployment of peer mentors on the playground
- Carry out basic first aid duties as required subject to appropriate qualification.
- Any other task outlined in the Lunchtime Supervisor job description as required.

Providing clerical and other support to service users:

- Provide clerical support, for example photocopying, laminating, and displays.
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher.
- Administer routine tests and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

Preparing and maintaining the classroom environment and resources:

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work under the direction of teaching staff to meet the needs of pupils and the curriculum.
- Maintain shared areas so that they are tidy and organised, e.g. science and cookery room, 'break-out' work spaces, shared cupboards.
- Prepare, maintain and use equipment and resources required to support lesson plans/learning activities to meet the needs of pupils and the curriculum.

Developing the team:

- Participate in meetings, training/development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives.

Building professional relationships:

- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school. Communicate with parents/carers only under the direction of teaching staff.

Dealing with Behaviour Issues:

- Use knowledge of different behaviour management and communication strategies and adapt existing strategies/methods as necessary to deal with disruption by pupils in class, following the agreed behaviour policy.
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures

Monitoring levels and ordering of resources:

- Monitor resource levels and contribute to the resource ordering process under the direction of teaching staff to ensure the timely availability of resources to meet the requirements of the curriculum.
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources.

Reviewing pupils performance:

- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

Physical Effort and/or strain:

- Physical effort and/or strain may regularly be part of the normal working pattern when helping to move identified pupils, using mobility equipment such as wheelchairs and/or hoists.

Working Environments:

- Job holders may frequently attend to personal, hygiene and medical care needs throughout the normal working pattern and may therefore be exposed to unpleasant/hazardous substances. Health and Safety guidelines should be followed at all times.
- Any other duty required by the Headteacher or a member of the wider Leadership Team, as may be reasonably required, commensurate with the level of post.
- Performance Management will take place on an annual cycle, with a member of the wider Leadership Team taking the role of appraiser.

Teaching Assistant Person Specification



AF = Application Form I = Interview

| Attributes | Essential It is essential candidates can provide evidence of: | Test | Desirable It is desirable candidates can provide evidence of: | Test |
|-------------------------------------|--|---|---|---|
| Education and Qualifications | <ul style="list-style-type: none"> NVQ level 2 or equivalent in relevant subject or significant experience of working with or caring for children of relevant age <p>and</p> <ul style="list-style-type: none"> at least a pass in English and Maths at GCSE or equivalent | AF/I AF | <ul style="list-style-type: none"> GCSE grade C or higher in English, Maths and Science Further CPD training undertaken. NVQ level 3 or equivalent in relevant subject Commitment to professional development to improve English and Maths skills. | AF AF AF I |
| Experience and Knowledge | <ul style="list-style-type: none"> Knowledge of National Curriculum Appropriate IT and keyboard skills Appropriate level of data protection, security and confidentiality awareness Willingness to participate in CPD Recent experience of working with children | AF AF I I AF/I | <ul style="list-style-type: none"> Recent experience of working in a school setting Working knowledge of national curriculum/EYFS curriculum and other relevant learning programmes Experience of CPD Experience and knowledge of SEN code of practice Experience of running intervention programmes Following guidance from IEPs | AF/I I I I I I |
| Safeguarding | <ul style="list-style-type: none"> A commitment to safeguarding children and report concerns. Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed. Able to form and maintain appropriate professional relationships and boundaries with children and young people. Ability to deal with sensitive information in a confidential manner. | I AF/I I I | <ul style="list-style-type: none"> Recent evidence of Safeguarding training and working knowledge of school child protection practices. Recent first aid training | AF AF |

Teaching Assistant Person Specification



AF = Application Form I = Interview

| Attributes | Essential It is essential candidates can provide evidence of: | Test | Desirable It is desirable candidates can provide evidence of: | Test |
|-----------------------------|--|---|--|-------------|
| Abilities and Skills | <ul style="list-style-type: none"> • Ability to work constructively as part of a team • Effective oral and written communication skills • Ability to manage difficult behaviour in a calm and patient manner • Ability to use own initiative but also follow direction • Good organisation and time management skills. • Confident with the use of IT equipment to support learning. • Able to act as good role model to children. • Ability to communicate effectively with parents | AF/I AF/I | <ul style="list-style-type: none"> • Able to run small groups independently | |
| Equal Opportunities | <ul style="list-style-type: none"> • Ability to demonstrate awareness/understanding of Equal opportunities. • Able to support and understand the needs of SEND pupils | | | |

Contact us



1 Visit us Loatlands Primary
School,
Harrington Road
Desborough
NN14 2NJ

2 Call us 01536 903713

3 Email
us [parents@loatlands.
pfschools.org.uk](mailto:parents@loatlands.pfschools.org.uk)

4 Visit
our
website <https://loatlandsprimary.net/>

5 Watch
our
video [https://loatlandsprimary.net/
school-video](https://loatlandsprimary.net/school-video)

6 Follow
us [@loatlandspri](https://twitter.com/loatlandspri)

