



BLACKDOWN
EDUCATION
PARTNERSHIP



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust.. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





Dear applicant

We are delighted that you are interested in The Blackdown Education Partnership (BEP) and the role of Teaching Assistant – Maternity Cover at Isambard Kingdom Brunel Primary School (IKB).

This is a fantastic opportunity to be part of a new school that opened in 2020 and is growing organically year on year. Part of the Blackdown Education Partnership, IKB has a nurturing environment, for our pupils as well as our staff, who benefit from working collaboratively with the other primary schools within the Trust.

We are looking for an enthusiastic and dedicated persons who can bring creativity and flair to the classroom. In return we can offer a supportive and friendly environment where staff thrive and are encouraged to embrace their own personal development.

I very much hope this has ignited your enthusiasm and I look forward to receiving your application.

Best wishes

Andrew Wootton

Headteacher

The Opportunity



Classroom Teaching Assistant – Starting 1 December 2024

Hours – Monday to Friday 8.30am – 3.30pm

Working Weeks – 38 weeks and 3 days per academic year. This includes 3 inset days and a Trust Day (date tbc).

Main Job Purpose

To provide support for learning activities for children on an individual or group basis, under the general direction of the line manager. To support and complement the work of the classroom teacher by supporting class work, the environment and personal care.

See the Job Description for a full breakdown of the role and responsibilities.

To make an application please use the online application platform [Careers at Isambard Kingdom Brunel Primary School - Eteach](#) also available through our school website www.ikbschool.co.uk

The closing date for this post is 9.00am on Friday 18 October 2024.

Interviews will be held on Friday 8 November 2024

Job Description



Job Title: Teaching Assistant – Maternity Cover – 1 year.

Location: Isambard Kingdom Brunel Primary School (IKB), Thomas Place, Wellington, Somerset, TA21 8FP

Pay Grade NJC Point 4 - £11.98 per hour, pay award pending.

Actual salary £15,883.28 pay award pending

Hours of Work: 30 hrs per week, 8.30am – 3.30pm Monday to Friday.

Term: 12 months maternity cover

Key Relationships: School Leadership Team, teaching/ support staff, individuals, parents.

Reporting to: Class Teacher and Headteacher

Disclosure Level: Enhanced

Duties and accountabilities of post:

You will be responsible for:

Support for children's learning

Under the guidance of the teaching staff, provide direct support for the learning of individual children or groups of children, to achieve defined progress and targets by:

following planning to support activities

report behaviour observations to a teacher in order for them to maintain the school's positive behaviour policy

facilitating children's general physical, social, emotional and educational development through activities and play

supervising and encouraging safe behaviour of individuals and groups

reinforcement of structured learning habits and routines which have been defined by the teacher and support access to the curriculum as set by the line manager

Support for the learning environment

Under the guidance of the teaching staff, prepare, store, retrieve, sort and display materials, finished work, equipment, knowledge organisers, class newsletters, topic work plans and/or assignment documents to assist in providing an effective learning environment as determined by the teacher to:

facilitate the required standards of achievement and performance, including feedback for individuals and groups within the classroom

support the development of continuous improvement in both personal performance in the job and the work of the team

assist in the monitoring, reviewing and progression of children's learning

gather resources, make resources and return them as set out by the class teacher.

Care and support for children

Attend to the day to day needs of children, inside and outside the classroom, by:

provision of personal, social, hygiene, welfare and behaviour support

awareness of the progress of individual children in attaining defined goals

promoting effective pastoral care for individual children, under guidance, and liaising with colleagues to provide accurate records

reporting concerns about progress to the teacher

assisting educational professionals in their delivery of specialist support programmes

carrying out specified medical care procedures following direct specific training by a qualified practitioner

contributing to the assessment by the teacher of individual children's development through observation, record keeping, discussion with colleagues and teachers

to deliver x1 after school club per week, changing every term

to carry out personal care routines with/for pupils across the site.

Other responsibilities

To undertake additional duties as required, commensurate with the level of the job.

Maintain positive, professional relationships with stakeholders and colleagues.

To participate in induction training, staff review processes and professional development opportunities.

To commit to Equal Opportunities and Anti-Discriminatory Practice.

The Trust operates a Smoke-Free Policy and smoking is prohibited in any of our buildings, on premises and vehicles.

To be familiar with and adhere to all relevant Trust Policies and Procedures.

Comply with the Trust's Health and Safety requirements specifically for the school they are working at.

The duties of the post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Special Factors

This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.

The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.

The post-holder is expected to familiarise themselves with and adhere to all relevant Trust Policies and Procedures including Health and Safety and Data Protection requirements.

To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification



Qualifications	Essential	Desirable
<i>Teaching assistant qualification</i>		✓
<i>GCSE Grade C or above or equivalent in English & Maths, plus at least three other academic subjects</i>		✓
<i>Level 2 food hygiene certificate</i>		✓
<i>Awarded or willing to work towards qualifications in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Vocational Qualifications framework (see below - equivalent qualifications)</i>		✓
Experience		
<i>At least 1 year experience of working effectively in a school KS1 setting (preferably year 1)</i>		✓
<i>At least 1 year experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection</i>		✓
<i>Experience of leading after school clubs previously</i>		✓
<i>Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression</i>		✓
<i>Understanding of the role of the class teacher and of the parent in developing and maintaining an effective learning environment</i>		✓
<i>Previous, varied experience of working with children in an educational setting</i>		✓
<i>Experience of working in a setting subject to Health & Safety, Hygiene, Child Welfare & Protection regulations</i>		✓

	Essential	Desirable
Skills and Knowledge		
Skills of empathy, listening, communication and responding with appropriate language to build rapport with children of reception age, varying abilities and backgrounds	✓	

Aptitude to develop a knowledge of the role within an education environment	✓	
Ability to demonstrate effective working with individual pupils and small groups under the direction and supervision of a qualified teacher	✓	
An awareness of child protection and safeguarding	✓	
The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	✓	
The ability to contribute effectively to the workload and responsibilities of a team		✓
Ability to work on own initiative, including recognition of when and how to refer issues elsewhere for effective resolution		✓
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners		✓
Ability to improve own practice and knowledge, including through observation, evaluation and discussion with colleagues.		✓
Behaviours		
Understanding of and commitment to equality and diversity.		
Empathy with other Trust teams and Schools		
Understanding of and commitment to Trust Values		
Capacity to work as part of a team as well as individually without supervision and under pressure		
Demonstrate a positive and pro-active approach to work and focussed on outcomes		
Demonstrate creativity, flexibility and responsiveness to change		
Commitment to continuous professional development of self and others to maximise skills/experience.		
Other		
Willing and able to work flexibly across the local area as directed by the Line Manager and to meet the needs of the Trust.		
Willing to undergo training and staff development to maximise skills and experience relevant to the post.		
Access to a car and ability to undertake travel as required to fulfil the duties of the post.		



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools





LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.





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