



Teaching Assistant

Candidate Pack
2023





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About us



Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique and our role is to cherish that individuality, whilst working together as part of a learning community.

Everybody can succeed through determination, hard work and encouragement, which is why learning behaviours are so important to our philosophy – we stick at it when the going gets tough and ‘never, ever, ever give up’. We also believe that true and deep learning happens when we find things tricky.

As a federated Infant and Junior School we cover ages 4 to 11 years and the schools combined can accommodate approximately 630 children in a 3 class intake from Reception to Year 6. From September 2013 The Havelock Schools gained academy status and are part of the Pathfinder Schools Trust.

In March 2016 Havelock Infant School was inspected and successfully gained an OFSTED ‘outstanding’ status. In June 2023 Havelock Junior School was inspected and successfully retained its OFSTED ‘good’ rating.



Ethos & Values

Vision statement

Havelock Schools
unlocking the door to
lifelong learning – a place
where everyone is
inspired to reach their full
potential

Our responsibilities

- Be ready
- Be respectful
- Be safe



Mission and Aims

- To provide creative, personal, physical, moral and spiritual development
- To promote learning that excites, inspires and motivates all
- To empower and value individuality in order to develop confident learners prepared to face our changing world
- To create a welcoming and nurturing community where children feel safe and valued and diversity is celebrated
- To provide an engaging and progressive curriculum that promotes curiosity, challenge and choice
- To have high expectations that develop positive resilient thinkers who are not afraid to fail, have motivated minds and a passion for learning
- To encourage and motivate independence by promoting positive thinkers, problem solvers and resilient learners able to reach their full potential
- To share and value experiences as part of a collaborative team, showing mutual respect for all members of our learning community



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

Wonderful
colleagues (friends) I
can feel proud that
we do our best for
our children

The approachability of
SLT
if I have an idea that I
believe would benefit
students

The fantastic
people that I work
with. The children
that I get to work
with

The effort and
time people put into
the job

Supportive
leadership,
supportive
colleagues

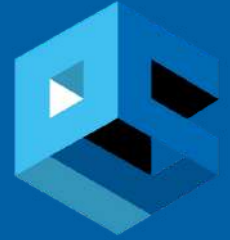
Work life balance

Friendship &
team work

The supportive team,
feeling valued

How we care for
our children

Being part of Pathfinder Schools

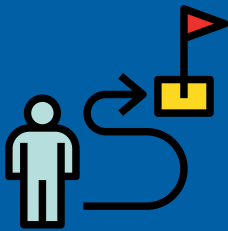


Pathfinder Schools is a cross-phase, multi-academy Trust of 10 schools in the north of Northamptonshire. Our Trust includes both church and community academies and we work closely together, connected by the vision we share for our pupils. Each school has its own unique character but we are unified by our unshakeable belief in the power of education to change lives. We believe that staff and pupils can flourish when they are happy and well-supported. We are inspired by the challenge of providing children with a rich tapestry of experiences that allow them to explore the world and their place in it.

We are passionate about our values of **Aspiration, Responsibility and Courage**, we believe that when people feel respected and included they can be more creative, innovative, and successful.

One Trust, transforming lives and communities, inspiring greatness

Our purpose



Our Trust is a growing family of schools, built on a commitment to the development of the children and young people in the communities we serve.

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



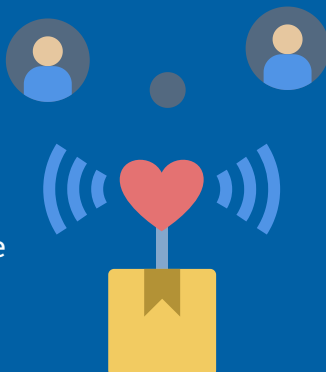
Together we want to develop inspirational schools which instil Aspiration, Responsibility and Courage in every learner, enabling them to find the greatness within them.





Our strategic objectives

- Every school a great school
- Every school an inspiring place to work and learn
- Every school a school of choice in the community
- Every school expertly supported by a strong central team



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.

Our Values

Aspiration

We aim high



Everyday we aim to be the best we can be. We are all striving to reach our own personal greatness. We recognise that we do not all start from the same place and we work to enable all to overcome barriers and achieve their full potential.

Responsibility

We play our part



We believe that we are all responsible for making Pathfinder Schools an inspiring place to work and learn. We hold ourselves accountable for our own actions, admit when we have failed against our own standards, feel comfortable asking for support and always strive to be our best selves.



Courage – We are brave

We are a Trust that faces challenges directly, we are honest about the decisions we make and the reasons for them. We support each other through difficult times in our learning and in our lives. We have the strength to persevere in the face of difficulty, uncertainty and challenge.

Teaching Assistant

Advert



Contract type

- Permanent
- 29 hours and 10 minutes per week
- 38 weeks per year

Salary

- Grade D Points 3-4
- £22,737 - £23,114 per annum pro rata

Interviews

- To be confirmed

Start date

- January 2024

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

Find out more

We would like to take the opportunity to invite prospective applicants to come and see our schools in action, and ask any questions you may have. To arrange a visit, please contact the Deputy Head, Jennifer Carter on 01536 760361 or email office@havelock.pfschools.org.uk

Havelock Schools are a place where each individual is encouraged to shine and develop to their full potential, staff and pupils alike are proud to be a part of our schools. We believe that everybody is unique, and our role is to cherish that individuality, whilst working together as part of a learning community.

We currently have a vacancy for a Teaching Assistant to join our friendly staff team.

Our Teaching Assistants:

- Support our pupils learning
- Provide personal and welfare care to our pupils
- Support in reviewing pupil's performance and progress
- Prepare and maintain the classroom environment and resources
- Support the teaching team
- Contribute to developing our team

The successful candidate should have relevant experience and/or qualifications in working with young children. Being able to communicate effectively with children and adults is essential, together with a friendly and approachable manner.

This role will involve 30 minutes of lunchtime support. Day to day will be broken down as follows:

Start times

- 9-11.50 am in class
- 11.50-12.20 support lunch/in class
- 12.20-12.50 lunch break unpaid
- 12.50-3.20 pm session in class

Havelock Safeguarding Policies and Procedures are available on their website, which can be accessed on the following web address:

<https://www.havelockschools.org.uk/files/146/Policies/1821/Havelock-Schools-Safeguarding-and-Child-Protection-Policy-2022.pdf>

We would like to take the opportunity to invite prospective applicants to come and see our schools in action, and ask any questions you may have.

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.

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.

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.

Online searches

As part of our rigorous Safer Recruitment process, Pathfinder Schools has adopted the practice of online searches for external shortlisted candidates. The purpose of the search is to enable us to fulfil our duty under Keeping Children Safe in Education and is part of our due diligence to identify any incidents or issues that have happened, and are publicly available online, which we may need to discuss with you during interview.

Therefore, if you are shortlisted for a role, an appropriate online search will be undertaken on your name(s). Consent to an online search is included in the Pathfinder Schools application form. Searches are based on publicly available information, therefore where your profiles are private or are locked, no further search will be required on these pages. Any information given will be treated as confidential and will only be used in relation to the post for which you have applied.

Pathfinder Schools is passionate about its values of Aspiration, Responsibility and Courage, 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



Purpose of the post

Teaching Assistants are appointed to work within the school as part of a team, under the general direction of the Head Teacher.

The Teaching Assistant will be a member of a multi-disciplinary team, under the leadership and supervision of a designated Teacher. In co-operation with the Teacher and under the agreed educational plan.

Responsibilities

Providing Personal and welfare care:

- Assist with the planning, development and implementation of pupil education / behaviour plans and personal care programmes to ensure that the school's health, safety and behaviour policies are maintained.

Supporting pupils in the learning environment:

- Supervise and support pupils in the learning environment including more in depth support for those with special needs, 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).
- Assist with the supervision of pupils out of lesson times to enhance service delivery (for example before and after school).

Providing clerical and other support to service users:

- Provide clerical and other support to meet service delivery requirements (for example photocopying, typing, filing, money, administering coursework).
- 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 to meet service delivery requirements.

- Administer routine tests, invigilate exams and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum.

Preparing and maintain the classroom environment and resources:

- Create and maintain a purposeful, orderly and supportive environment accordance with lesson plans and assist with the display of pupils' work to support pre-defined learning activities to meet the needs of pupils and the curriculum.
- Prepare, maintain and use equipment and resources required to meet lesson plans / learning activities to meet the needs of pupils and the curriculum.

Developing the team

- Participate in meetings, team 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 and constructive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school.

Monitoring levels and ordering of resources

- Monitor resource levels and contribute to the resource ordering process 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 pupil's 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.

Lunchtime duties

- To provide daily support for the lunchtime session within Havelock Schools Lunchbunch in the Infant School

Working Environment

- Carry out playground duties in variable weather conditions; however, there is usually indoor play during bad weather.

Occasionally job holders are required to clean up toilet accidents and help clean up children who have been ill.

Teaching Assistant Person Specification



AF = Application From I = Interview

Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
Qualifications			
GCSE grade C or equivalent qualification in English and Maths	AF	NVQ Level 2-Teaching Assistant qualification	AF
Experience/Knowledge/Skills			
The ability to work successfully as part of a team	AF/I	Recent experience of working in a school environment	AF
Experience of working with children	AF	Recent experience in a similar role	AF
The ability to work co-operatively with the class teacher and with children in groups or on a 1:1 basis and within the classroom.	AF/I	Experience of working with children with special educational needs.	AF
Experience or knowledge of teaching basic phonic and number skills.	AF/I	Experience of playing the recorder would be an advantage	AF
An understanding of different learning styles.	AF/I	An understanding of specific learning difficulties e.g. ADHD, Autism, communication and language difficulties.	AF/I
An understanding of how a classroom operates effectively.	AF/I	Child development.	AF
The ability to run interventions	AF/I	Good ICT skills	AF
		HLTA/Emotional/Social skills due to age and cohort.	AF/I
Written Application			
A well-constructed application	AF	Typed application	AF

Teaching Assistant Person Specification



AF = Application From I = Interview

Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
Communication/Approach			
An ability to communicate calmly and effectively with children, adopting a fair and consistent approach at all times.	AF/I	Able to work on their own initiative as appropriate.	I
Enthusiastic, adaptable, flexible and reliable.	AF/I		
Works effectively and calmly under pressure	AF/I		
A friendly disposition	I		
The ability to motivate self and others	AF/I		
Well organised	AF/I		
A willingness and enthusiasm to play a full part in school life	AF/I		
An ability to establish good working relationships with staff and children and to maintain appropriate relationships and personal boundaries with students	AF/I		
Equal Opportunities			
A commitment to equal opportunities.	AF/I	Examples of good practice from their own experience.	AF/I
Dress Code			
A commitment to equal opportunities.	I		
Safeguarding			
A commitment to safeguarding and promoting the welfare of children and young people	I	Safeguarding and child protection training	I
Enhanced DBS disclosure check	I		

Contact us



1 Visit us Havelock Schools
Havelock Street,
Desborough
Northamptonshire,
NN14 2LU

2 Call us Infants : 01536 760486
Juniors : 01536 760361

3 Email us office@havelock.pfschools.org.uk
recruitment@pfschools.org.uk

4 Visit our website www.havelockschools.org.uk/

