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**Recruitment Pack: Pye Bank CE Primary School**

Dear applicant,

Thank you for your interest in the post of Teaching Assistant here at Pye Bank CE Primary School.

I am delighted, as Headteacher, to welcome you to Pye Bank. In June 2022, Ofsted rated our school as a 'Good' school.  I am incredibly proud of their recognition that, "Pupils are happy to attend Pye Bank CE Primary School" and "All staff have high expectations." (*Ofsted, 2022*). I firmly believe that with a continued focus on achieving excellence within everything we do, our school will achieve 'outstanding' at the next inspection.

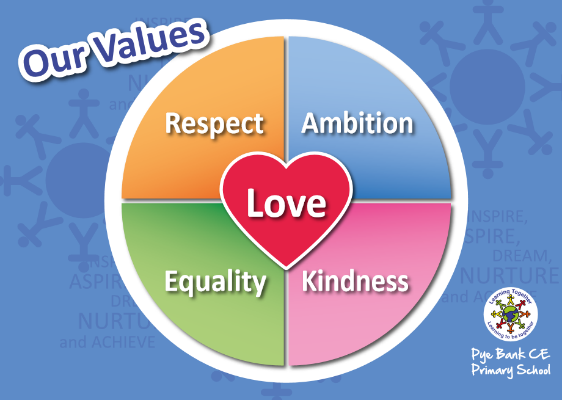
Our potential to be outstanding comes from our amazing children, our dedicated staff, the diversity of our faith based community and our committed and aspirational parents. All of these factors give Pye Bank a uniqueness and makes us a fabulous learning community to belong to.

**Our Vision**

***~ LEARNING TOGETHER: LEARNING TO BE TOGETHER ~***

Our vision is to embody the Christian value of ‘**love’**, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual, uniquely made in the image of God and loved by him.

With a focus on excellence, we strive for all children to flourish academically and personally through ***‘learning together’*** and ***‘learning to be together’****,* enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

**Our Community**

Our fantastic school is set in the heart of Pitsmoor and serves an incredibly diverse community. We are extremely proud of the fact that there are at least 28 languages spoken within our school. Many of our families have connections with countries all around the world, as well as belonging to established communities here within the U.K. We are a faith-based school community, where we respect and value all faiths, and where we are united through our five key values of love, ambition, respect, equality and kindness. In June 2022, Ofsted said that, "The school values teach the pupils how to be good citizens. Pupils especially show respect and kindness to one another." (Ofsted, 2022)

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**Our Children**

The thing that makes our school most special is the children. They are warm, welcoming and aspirational. Our children love coming to school! They attend well, behave well and have very positive attitudes to learning. OFSTED say that, “children are happy to attend Pye Bank School.” “Pupils abide by the Golden Rules so in lessons and around school it is calm and orderly.”

**Our Curriculum**

****At Pye Bank Primary School, we are very proud of our curriculum, which we have developed and embedded over the last three years. In June 2022, Ofsted recognised that, “The curriculum is ambitious and sequenced. It is matched to pupils’ needs in school.” The curriculum is designed to serve the diverse community of which we are so proud. The curriculum supports and develops the pupils’ **ambitions and aspirations** and understanding of the **community and the wider world** in which they live. The curriculum is underpinned by **enquiry-based practice and is research led**. Our curriculum is designed with the key aim of supporting all children to reach their potential.

**Our Academy Trust**

We are proud members of the Diocese of Sheffield Academies Trust (DSAT). DSAT are a forward thinking Trust based on Christian values, and a school-led model. Staff are offered a number of development opportunities to work with other DSAT schools. We are also pleased to be part of the new Sheffield Cluster of DSAT Schools.

**Our Staff Wellbeing Pledge**

Our staff are important to us. We believe motivated staff do the best job they can. We care about our staff and believe the little things matter. For the reason, we are committed to supporting staff wellbeing in a variety of ways:

* A culture of trust, collaboration and appreciation with an approachable leadership team: in it together!
* Joint PPA to reduce workload linked to planning
* Availability of pre-planned curriculum documents
* All year groups have a dedicated phase leader
* Developmental ‘low stakes’ approach to monitoring
* Additional time for leadership duties
* Admin workload taken from teachers: eg parent consultation bookings, report preparation etc
* All classes with a teaching assistant every day
* Compassionate approach to leave of absence requests and life events.
* Maintaining a quality work environment
* Investment in leadership, resources, admin and pastoral time to ensure class based staff are able to focus their time on aspects of their work, which impact on children: all people doing the right jobs.
* Development opportunities for staff at all levels

***Learning is at the heart of ALL we do and our aim is for every child to achieve excellence and to reach for the stars.***

I look forward to meeting you if you choose to apply for the post or visit the school, and look forward to working with you if you were successful in your application. Please feel very welcome to come and visit the school, meeting children and staff.

Yours faithfully

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Rhea Kurcewicz

Headteacher

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| DSAT Logo | logo**DIOCESE OF SHEFFIELD ACADEMIES TRUST**  **JOB DESCRIPTION** |
| **DIOCESE OF SHEFFIELD ACADEMIES TRUST** | **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** |
| **SCHOOL** | **PYE BANK CE PRIMARY** |
| **POST TITLE** | **SENIOR TEACHING ASSISTANT – LEVEL 3** |
| **ROLE PROFILE** | **LD3** |
| **GRADE** | **4** |
| **RESPONSIBLE TO** | **HEADTEACHER** |
| **PURPOSE OF JOB** | **To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover supervisors will need to respond to questions and generally assist pupils to undertake set 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, Phonics etc.** * **Appropriate first aid training** |

**Senior Teaching Assistant Level 3 – Job Description**

**The postholder must at all times carry out his/her duties and responsibilities within the spirit of Trust and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.**

**MAIN DUTIES AND RESPONSIBILITIES**

Whilst the main focus of this role will be to work in classrooms across the school to support teachers in the development and delivery of learning for pupils, the post holder will also be expected to undertake cover for absent teachers when required.

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| 1. **SUPPORT FOR PUPILS** |
| 1. Use specialist (curricular/learning) skills/training/experience to support pupils 2. Assist with the development and implementation of SEND Action Plans or IBPS 3. Establish productive working relationships with pupils, acting as a role model and setting high expectations 4. Promote the inclusion and acceptance of all pupils within the classroom 5. Support pupils consistently whilst recognising and responding to their individual needs 6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities 7. Promote independence and employ strategies to recognise and reward achievement of self-reliance 8. Provide feedback to pupils in relation to progress and achievement |
| 1. **SUPPORT FOR THE TEACHER** |
| 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. Undertake marking of pupils’ work and accurately record achievement/progress 7. Promote positive values, attitudes 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 8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed 9. Administer and assess routine tests and invigilate exams/tests 10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc. |
| 1. **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, 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. Help pupils to access learning activities through specialist support 5. Determine the need for, prepare and maintain general and specialist equipment and resources |
| 1. **SUPPORT FOR THE 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. Support the Family Lunch Provision 3. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop 4. Contribute to the overall ethos/work/aims of the school 5. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils 6. Attend and participate in regular meetings 7. Participate in training and other learning activities as required 8. Recognise own strengths and areas of expertise and use these to advise and support others 9. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate 10. Undertake planned supervision of pupils’ out of school hours learning activities 11. Supervise pupils on visits, trips and out of school activities as required |

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with DSAT Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

**Senior Teaching Assistant Level 3 – Person Specification**

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| **Minimum Essentials** | **Assessment Method** | | |
| **APPLICATION** | **INTERVIEW** | **REFERENCE** |
| **Skills, Knowledge and qualities** | | | |
| * Ability to relate well to children and adults | √ | √ | √ |
| * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | √ | √ | √ |
| * Demonstrate a positive work ethos and a willingness to learn with and from others. | √ | √ | √ |
| * Use basic technology – computer, email, video, photocopier | √ |  |  |
| * Has speaking and listening skills to extend language in discussion | √ | √ |  |
| * Can manage the behaviour of pupils in a reasonable manner | √ | √ | √ |
| * Has a caring positive attitude towards pupils welfare | √ | √ | √ |
| * Has an awareness of pupils with special educational needs | √ | √ |  |
| * Can maintain trust and confidentiality where appropriate |  | √ | √ |
| * Can assist the school in forming a partnership with parents | √ | √ |  |
| * Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources |  | √ | √ |
| * Appropriate knowledge of first aid | √ |  |  |
| * Can complete and maintain pupils records | √ | √ | √ |
| **Experience, qualifications, and training** | | | |
| Working with or caring for children of relevant age | √ |  | √ |
| Good numeracy/literacy skills | √ |  | √ |
| **Work related circumstances** | | | |
| Can allocate some contractual time to after school staff meetings when appropriate | √ |  |  |
| Can allocate some contractual time to the whole of, or part of, staff training days when appropriate | √ |  |  |
| Can maintain personal presentation that sets high standards for the pupils | √ | √ | √ |
| Can work within the spirit of Trust and School Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance etc. | √ | √ | √ |