



Aspirations Academies Trust
in association with Quaglia Institute

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Teaching Assistant

Application Pack



'To be able to dream about the future, while being inspired in the present to reach those dreams' Dr. Russell J. Quaglia

Welcome to Rivers Academy West London

Thank you for your interest in the role of '**Teaching Assistant**' at Rivers Academy West London. Each member of staff at Rivers Academy shares a drive to equip students with the qualifications, qualities and skills to reach their personal ambitions working together creatively to overcome any hurdle which might otherwise disadvantage our children.

We all have the highest aspirations for every student and provide exceptional education and pastoral care for each individual. As a result, children perform tremendously well in external examinations.

Our children are looking for someone who is passionately interested in teaching and learning who will share our drive to engage and motivate every child to achieve the very best outcomes. We are their one chance of success. The successful candidate is, or will have the ambition to become, an excellent classroom teacher capable of leading others to continually improve their practice.

Andria Singlehurst
Principal

Visits are welcomed and encouraged

To arrange a visit or for more information please contact

Sam Smith, PA to the Principal

E-mail: ssmith@rivers-aspirations.org

Vision and Ethos

At Rivers Academy we believe that for students to have high aspirations, the three Guiding Principles must be present: Self-Worth, Engagement, and Purpose. We live these day-to-day through 8 Conditions that emphasise relationships, active and engage in teaching and learning, and a sense of responsibility over each student's own aims and goals. The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.

We understand that we are the one chance of success for our students and we are persistent and resilient in supporting them to overcome any challenges they may face in their lives.

Who are we looking for?

We are looking for an exceptional individual to play an important role in our unique and growing Academy. The successful candidate will be **passionate about providing an inclusive education and have a particular interest in working with SEND students**. The successful candidate will also play a key member of the SEND team, helping to ensure the academic and pastoral needs of all SEND students are met.

It will be an exciting opportunity for someone wishing to begin their career in education.

What can we offer you?

With great students, an outstanding and supportive team of staff and an Academy in a well-connected location just 15 minutes on the train from Clapham Junction, Rivers offers an excellent opportunity for an ambitious, talented individual looking to develop their career.

- A well-resourced, established and flourishing Department
- A personalised approach to Continuous Professional Development Training
- Competitive Salaries and Pay Progression
- Supportive Leadership Team
- Students with a positive attitude and willingness to learn and succeed
- Open and positive working environment
- Fully Equipped fitness suite
- Feedback and Advice
- Excellent Transport Links to Central London (30 minutes) and Heathrow Airport (15 minutes)
- A wider Supportive Trust network
- Employee Assistance Programme
- Parking on Site



Post Title	Teaching Assistant
Salary/Grade:	Scale/Grade 4 (points 7 to 10 of the pay spine) £22,995-£24,258 per annum FTE pro rata; (Actual Salary £17,699–£18,671)
Academy:	Rivers Academy West London
Reporting To:	SENCo
Disclosure Level:	Enhanced
Hours of Work:	32.5 hours a week term time based (39 weeks) 0.7697 FTE
Core Purpose:	
<p><u>Person Specific Responsibilities:</u></p> <ul style="list-style-type: none"> To lead in the support of students with literacy difficulties such as dyslexia, working memory difficulties or speech and language needs including monitoring the effectiveness of support put in place. To plan and facilitate small group teaching where necessary, for students whose literacy, speech and language or cognition difficulties mean that they need additional support outside the classroom. To lead/support in the delivery of Phonics Intervention Group. To lead on 1-to-1 decoding reading intervention for students working at or below L3. To lead staff in promoting effective strategies for dealing with students who have literacy needs or cognition difficulties including where necessary delivering training. To lead development of expertise in the area, including keeping up to date with changes in the recommendations for supporting students with literacy difficulties, working memory issues or speech and language needs. To conduct access arrangements for students with SEND To lead on the arrangements for invigilation for exams for students with special educational needs due to their literacy/cognition needs. 	
Main Duties:	
<p><u>General Responsibilities</u></p> <ul style="list-style-type: none"> To establish professional relationships with pupils, parents and teachers and to support them in establishing a supportive and nurturing learning environment in which children make good academic progress. To manage a caseload of SEND Students, monitoring their progress, establishing positive relationships with their teachers, academic mentors in order to ensure students are making progress. To promote inclusion and acceptance of all pupils in the school, including those with physical, learning and behaviour difficulties To understand and develop expertise in their field, during a time of change in the SEND code of practice. <p><u>Learning Support Responsibilities</u></p> <ul style="list-style-type: none"> To be responsible for supporting teaching and learning in the classroom to ensure consistent delivery of agreed outcomes, including where agreed small group or 1-to-1 teaching. To test students for access arrangements for exams. To work with teachers to assess the needs of individual children. To facilitate discussion with classroom teacher around specific working practices. To assist in creating materials, resources and additional content for curriculum delivery. To assist with behaviour management within and outside the classroom. To assist pupils' achievement outside of the classroom, e.g., computer lab, library. 	

Intervention Support Responsibilities

- To work with the SENCo and other teachers to implement Pupil Education, Care and Health Plans and develop resources for pupils who have: Special Educational Needs and Disabilities (SEND), speech or language impairments, or behaviours that interfere with learning and/or relationships.
- To regularly update student profiles and logs so that interventions are appropriately recorded.
- To plan and undertake direction for one to one teaching where necessary.
- To observe, record and feedback information of pupil performance.

Additional Responsibilities

- To maintain pupil and family confidentiality and attend professional meetings when required.
- To attend and participate in relevant meetings, as required.
- To deliver training to staff regarding Special Educational Needs where required.
- To work flexibly - this may include evenings, open days, parents' evenings and possibly weekends. This may also involve cover across the wider team in times of need.
- To be available to assist and undertake break duties.
- To participate fully in Staff Appraisal according to the Academy requirements.
- To participate in training and other learning activities and performance development, as required.
- To work safely, consider the safety of others and work within the guidelines stated in the Academy Health and Safety Policy.
- To comply with all decisions, policies and standing orders of the Academy; comply with statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- To have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the Academy's agreed procedures.
- To contribute to the overall ethos/work/aims of the Academy and the Trust.
- To appreciate and support the role of other professionals.
- To recognise own strengths and areas of expertise and use these to advise and support others.
- To respond to requests in a timely manner and in line with set deadlines.
- To undertake such other duties as may be required from time to time commensurate with the level of the post. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Person Specification

Assessed by application form (A) Assessed by the recruitment process (I) Assessed by reference (R)

Criteria	Essential	Desirable
Qualifications and Education		
Studied to a minimum standard of GCSE (grade A*-C) or equivalent, in English and Maths (certificate/s to be available at interview)	A	
Experience		
Experience of working with children / young people in a learning environment	AR	
Skills and Abilities		
Ability to build and form good relationships with students, parents/carers and colleagues	R	
Ability to relate well to and motivate children / young people	AR	
Ability to work constructively as part of a team, understanding school roles and responsibilities	AR	
Verbal and written communication skills appropriate to the need to communicate effectively with colleagues, parents/carers, students and other professionals	AR	
Ability to learn and use a range of strategies to deal with classroom and individual student behaviour	AR	
Ability to improve own practice / knowledge through self-evaluation and learning from others	AR	
Ability to use ICT packages and equipment effectively to support learning	AR	
Personal Qualities		
Commitment to the highest standards of child protection	AR	

Initiative and ability to prioritise one's own work	R	
Able to follow direction and work in collaboration with Line Manager	R	
Criteria	Essential	Desirable
Able to work flexibly to meet deadlines and respond to unplanned situations	AR	
Efficient and meticulous in organisation	R	
Desire to enhance and develop skills and knowledge through CPD	R	
Recognition of the importance of personal responsibility for Health & Safety	R	
Commitment to the academy's ethos, aims and its whole community	R	
Knowledge		
Knowledge of child safeguarding procedures	AR	
Experience of working in education or similar environment		R
Understanding of statutory frameworks relating to teaching		R

The Aspirations Academies Trust

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in England, is committed to raising students' aspirations so that all young people reach their fullest potential and achieve the success they want for themselves. Please visit the trust website for further information at: <https://www.aspirationsacademies.org/>

Safe Recruitment Procedure

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

Disclosure

This post is classified as one that undertakes regulated activity, and appointment is subject to submission of an enhanced check undertaken by the Disclosure and Barring Service that is considered satisfactory by the Trust. Applicants are required, before appointment, to disclose any conviction, caution or final warnings that are not “protected” as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 by SI 2013 1198). Convictions that are defined in the legislation as “spent convictions” but not “protected” would need to be declared. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon a range of factors including the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

Interview

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

At least two references will be requested, usually from the previous and current employers before an offer of appointment is confirmed.