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**INFORMATION PACK**

**Position: Teaching Assistant (Level 2)**

*A Letter from the Headteacher*

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Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply.

We are seeking to create an exciting and nurturing learning environment which is inspiring and empowering for all of our students. During their five years with us we ensure that they have the opportunities to explore their passions and interests; find the things which get them excited about their futures and which inspire them to strive for their very best. Our aim is to harness the enormous potential of each and every student so they can be empowered to have happy, successful and rich lives.

At Saddleworth we are looking for people who are ambitious for our students, ambitious for themselves and who are passionate about working with young people to ensure that they fulfil their full academic potential and develop into happy, confident, compassionate, and successful young adults. We are a community, we work and learn together and we support and care for one another. This is what makes our school unique and special.

Saddleworth is a comprehensive school and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; students join us from villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead.

Due to our success, the school has grown over the years and we are now able to accommodate 1425 children, organised into five year groups. We have recently moved into a brand new purpose built school building with a wealth of facilities. This will not only support us to provide a first class learning experience for our students but will also mean that we can continue to grow and increase our student number to 1500 over the next four years.

Currently, we have 85 teachers and 77 support staff at the school. Their hard work, dedication and generosity of spirit is a key strength of our school. We invest heavily in our staff and their development and as part of our commitment to ‘empower and inspire’ everyone in our school community. We want to support colleagues to develop and grow in their roles and be able to take advantage of the many opportunities for career progression. We have a comprehensive CPD programme in school which supports colleagues at all stages of their career.

We also are an associate partner of The Dovestone Learning Partnership made up of eight partner primary schools and expect to become a full partner now that we have moved to our new school building. For more information about the Dovestone Learning Partnership visit: <https://www.dovestonelearningpartnership.org>

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to receiving your application.

Yours sincerely,



# Section 1:

# An Introduction to Saddleworth School

**Our Vision**

To **Empower** and **Inspire**

Enabling young people to develop and find their talent

**Our staff**

The key strength of the school is the staff. There is a genuine sense of community and all

within the school work together to support the students and each other. We have a real blend of youth and experience on the teaching staff and there is a flourishing CPD programme to support all staff at every stage of their career.

**Our geographical area**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant rural surroundings at the foot of the western slopes of the Pennines, some four miles east of Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. The school has recently moved to the village of Diggle just off the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road.

**Our school organisation**

The school is oversubscribed and the number on roll is currently 1425 but will expand to 1500 over the next 4 years now that the school has moved to its brand premises in the village of Diggle. After more than 100 years at our old school we have now relocated to a new site with a new school building. After a long wait staff and students are delighted to be in our new fantastic new school. We now have a school with state of the art classrooms, fully equipped specialist areas and modern facilities to support our delivery of a first-class learning experience for our students.

On entry, children in Year 7 are placed in mixed attainment classes, but set by attainment in Maths during their first half term. From Year 8 onwards, there is increased setting in maths and science. There is a long-standing record of strong achievement in external examinations and students tend to leave with above average attainment.

A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around five one-hour lessons and a daily 8:30am form time registration. All students have their lunch break from 1.20pm to 2.00pm. All staff engage in CPD that runs after school on Wednesdays.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of student dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected Senior Student Leadership body and the School Council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each year group. The school also has a specialist provision through or Link Department for students in need of additional support and/or a personalised curriculum.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and students can really flourish.

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| **Quick Facts** |
| **Age range** | 11-16yrs |
| **Local Authority** | Oldham LA |
| **Number of children** | 1425 |
| **% FSM** | 20.65% |
| **% SEN** | 19.62%  |
| **% EAL** | 1.27% |

**Our Values and Ethos**

The school is over 100 years old and has a proud tradition of enabling our young people to experience academic success whilst also providing a nurturing and supportive environment. Our students and their wellbeing are at the heart of everything we do and our team of dedicated staff will support every young person so that they can thrive and flourish.

At Saddleworth we are ambitious for our students and we aim to instil that sense of ambition in them too. We have high standards and expectations of them and their futures. We want our students to be successful academically but also to gain the knowledge and skills to make sense of the world and to contribute positively to the communities in which they live.

The key to this is building effective relationships for learning. That means children must have a voice, be valued and sit at the centre of all we do. It is vital that children learn to listen, value the views of others and improve their own thinking. We are developing the curriculum, our teaching and assessment so that it is fit for purpose and nurtures self-esteem, self-discipline, confidence and independence.

Ultimately, we want children to leave our school feeling happy, empowered and inspired and we want to work with parents, students and colleagues who share that ambition.

**CPD opportunities**

Saddleworth School is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. There is also a complementary programme of CPD accessible to all staff to support development to their career stage or specific areas of interest may be.

**Equality of opportunity**

Saddleworth School is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, religion, marital status, sexual orientation and/or medical condition.

**Safeguarding**

Saddleworth School is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth community.
* All work hard and are considerate and courteous towards each other
* We are respectful, compassionate and kind.
* We are all encouraged to explore, find, nurture and develop our passion
* We are ambitious for ourselves and for each other.
* We have high standards and expectations and strive for excellence.
* We embrace success and take pride in our own achievements and those of others
* We develop and encourage a growth mind-set and positive attitudes in ourselves and others
* We all actively contribute to the Saddleworth community to ensure that it remains a place that we all want to work and to learn.

**Section 2:**

**Department Information:**

The Learning Support department at Saddleworth School recognises and celebrates the individuality and diversity of our students. Every student at Saddleworth has an entitlement to a broad, balanced, relevant and differentiated curriculum. A strong emphasis is placed on all students achieving their full potential within a culture of high expectations and a drive to ensure that students receive inspirational, challenging and exciting teaching. We believe that supportive, positive working relationships are fundamental to creating an environment conducive to learning where students feel nurtured and are able to achieve.

The team compromises of an SLT Link, SENDCO, Deputy SENDCO, a team of Higher Level Teaching Assistants and Teaching Assistants with a combined wealth of experience; the successful candidate will be joining a team of professionals working collaboratively to ensure that all students achieve their potential. The ethos of the department is one of mutual support where strategies, resources and guidance are continually developed and modified to provide for the changing requirements of individuals.

The department follows a ‘Assess, Plan, Do, Review’ approach which enables them to identify students who require academic or social, emotional and well-being support and interventions. They monitor and review the progress of all students with SEND in collaboration with all teaching staff, parents/carers and also external agencies. This is done throughout the year through data analysis, reports, parent teacher consultations and during annual reviews for those with Education, Health and Care Plans/Statements and the most vulnerable students on the SEN register.

The learning Support department has its own dedicated area known as, ‘The Link’. This area provides a safe and secure environment for students to complete small group work, and interventions using the specialist resources and ICT equipment available. It also a very popular space for students during social times and the department runs a number of clubs before school, at lunchtime and after school which are well attended by pupils.

Saddleworth school is committed to ongoing CPD for all staff. Each Wednesday there is a calendared programme of development opportunities in which all staff engage. We also have close links through the ‘Dovestone Partnership’ with our primary colleagues, which facilitates the smooth transition of our more vulnerable pupils from KS2 to KS3.

**Section 3: Job Description**

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| **Post Title** | **Teaching Assistant (Level 2)** |
| **Purpose** | To work under the guidance/instruction of designated 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 under the guidance of teaching staff. |
| **Reporting To**  | **SENDCO** |
| **Responsible for:** | The provision of a full learning experience and support for pupils |
| **Liaising with:** | The SEND team, teachers, parents, LEA representatives, and external agencies |
| **Working Time:** | Full time |
| **Salary/Grade:** | **Grade 3** **Plus £1,200 SEN Allowance****(SEN allowance is subject to review annually in September)** |
| **MAIN (CORE) DUTIES** |
| **Supporting Pupils** | * Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.
* Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS3 or early years.
* Adjusting activities according to pupil responses and needs, including for those with special educational needs.
* The role may include supporting and implementing pupils’ personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
* Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
* Support the effective use of ICT in learning activities and develop pupils’ competence and independence in its use.
* Support the implementation of Individual Education Plans and Behaviour Plans.
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| **Supporting Teachers** | * Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
* Establish constructive relationships with parents and carers, promoting the School’s home/school liaison policy.
* Assist the teacher with the preparation of teaching and learning materials and resources.
* Provide detailed feedback to teachers on pupils’ achievement, progress, problems etc. as requested.
* Undertake pupil record keeping as requested, and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
* Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
* Assist with the display of pupils’ work.
* Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
* Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required.
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| **Supporting School** | * To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team.
* Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons.
* Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher.
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| **General Responsibilities** | * To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all.
* To uphold and promote the values and the ethos of the school.
* To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection.
* To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises.
* To attend and participate in relevant meetings as appropriate.
* To undertake duties for student supervision at social times
* To complete first aid training and be part of the first aid rota
* To undertake any other additional duties commensurate with the grade of the post.
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| **Professional Development:** | * To take part in the school’s staff development programme by participating in arrangements for further training and professional development.
* To continue personal development in the relevant SEND areas.
* To engage actively in the Appraisal process.
* To work as a member of a designated team and to contribute positively to effective working relations within the school.
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| **Communications:** | * To communicate effectively with the parents of pupils as appropriate.
* To communicate and co-operate, where appropriate, with persons or bodies outside the school.
* To follow agreed policies for communications in the school.
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| **Marketing and Liaison:** | * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings, Annual Reviews and liaison events with partner schools.
* To contribute to the development of effective links with external agencies.
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| **Additional Duties:** | * To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example
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| **Other Specific Duties:** |
| * To promote actively the school’s corporate policies
* To engage in personal professional development as agreed
* To engage actively in the school’s Appraisal process
* 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 school 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 or any employee who develops a disabling conditionThis job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title |

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Colleagues 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.

**Section 4: Person Specification**

 **Essential Desirable**

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| Qualifications1. NVQ 2 for Teaching Assistants or equivalent qualification or experience 2. Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework3. Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)4. Willingness to undertake training in relevant learning strategies e.g. lexia, Rapid Reading etc5. EAL Qualification | ✓✓✓ | ✓✓ | ApplicationApplicationApplicationApplicationApplication |
| Experience1. Working with or caring for children of a relevant age to those in the school
2. Experience of working with learning resources and helping with their preparation to support learning programmes
3. Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation
4. EAL Experience
 | ✓✓✓ | ✓ | Application/InterviewApplication/InterviewApplication/InterviewApplication/Interview |
| Interpersonal1. Interpersonal skills to build effective working relationships with pupils and colleagues
2. Communication skills to liaise sensitively and effectively with parents and carers
3. Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these
4. To promote a positive ethos and good role model
5. To continually improve own practice/knowledge through self evaluation and learning from others
 | ✓✓✓✓✓ |  | Application/References/InterviewApplication/References/InterviewApplication/References/InterviewApplication/References/InterviewApplication/References/Interview |
| Knowledge/skills1. Basic understanding of a child’s development and learning.
2. Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role
3. General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies
4. Understanding of equal opportunities and an awareness of potential barriers children may have around learning
5. Knowledge of a Community language, e.g. British Sign Language, Urdu, Polish
 | ✓✓✓ | ✓✓ | Application/InterviewApplication/InterviewApplication/InterviewApplication/InterviewApplication/Interview |



**Safer Recruitment Safeguarding Statement**

Saddleworth School is committed to our responsibilities for safeguarding and promoting the welfare of children and young people. We are committed to recruiting candidates who share this commitment to safeguarding, and therefore we apply robust recruitment and selection procedures to ensure that all candidates are appropriately screened prior to appointment.

All posts in school are exempt from the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013 and 2020). If shortlisted for interview you will be required to disclose to us information about any:

* Adult cautions (simple or conditional)
* Unspent conditional cautions
* Unspent convictions
* Spent convictions that are **not protected** as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2020

It is an offence for anyone to apply for a role if they are barred from engaging in regulated activity relevant to children.

The school will undertake the following pre-employment checks as applicable:

* Receipt of two satisfactory references – You will be required to provide details of two referees, one of which must be your current or most recent employer. If you are not currently working with children but have done so in the past the second referee should be the employer by whom you were most recently employed in work with children. If you have not been previously employed please provide a personal reference. References will not be accepted from relatives, or persons who only know you as a friend. If you are a school or college leaver, then your Headteacher of Tutor’s name should be given. In all cases make sure you use someone who knows your capabilities, can comment on your reliability and is aware of your potential. References will be taken up prior to interview.
* Verification of identity
* A children’s Barred List check (when undertaking regulated activity)
* A satisfactory enhanced DBS disclosure
* Verification of mental and physical fitness to carry out work responsibilities
* A satisfactory online search
* Verification of qualifications applicable to the role
* Verification of professional status where required
* Verification of eligibility to work in the UK
* If the person has lived or worked outside the UK, make any further checks the school considers appropriate