



WE ARE ASTREA

TEACHING ASSISTANT SECONDARY

ASTREA ACADEMY WOODFIELDS

PART OF ASTREA ACADEMY TRUST

APPLICANT BRIEF





OPEN LETTER FROM PRINCIPAL

Dear Candidate,

I am delighted you are interested in the post of Teaching Assistant (Secondary) at Astrea Academy Woodfields.

It is with great pride that I am able to introduce myself as Principal of the Academy and it is a privilege to share with you our vision for the future. Astrea Academy Woodfields is on a journey to excellence and every decision is centered on students, enabling them to achieve their full potential so that they go on to a successful and rewarding future. It is our vision that students will become lifelong learners where we create outstanding young adults who are proud of their community and cultures.



As a successful candidate you will become part of the Astrea family that offers you unrivalled professional development where there is massive opportunity for career development, collaborative working and constructive feedback and solutions. We offer you the opportunity as we develop to teach at all key stages with our evolving Sixth Form provision alongside the potential to build upon the success at KS3 and 4. If you share our values and want to make the kind of difference to young people's lives that allow them to challenge social boundaries then we would love to meet you!

Please take this letter as an open invitation to visit our Academy and meet the children and staff that make Woodfields so much more than a building. If you let us know when you would like to visit, we will arrange for you to come and see this very special learning environment. I very much hope that you choose to apply for this post and I look forward to meeting you.

Yours sincerely,

Mr Adam Atkinson
Principal at Astrea Academy Woodfields



JOB DESCRIPTION

CONTRACT TYPE	Permanent
SALARY RANGE	£19,264 - £20,043 (Grade 5, Scale Point 4 – 6) Salary stated is FTE
WORKING PATTERN	Term Time + 1 week (including 5 INSET days)
HOURS PER WEEK	32.5 hours per week, Monday to Friday 8.00 – 3.00 Part-time may be considered

Purpose

The Teaching Assistant plays a pivotal role in the daily academy experience of our students with special educational needs and disabilities (SEND). The TA will be providing both educational and pastoral support. The TA will mostly work under the direction of the SENDCo, subject leaders and classroom teachers to provide support to individuals and small groups within a class. The TA may also work under their own direction to be responsible for some learning activities and outcomes within the overall teaching plan.

Key functional relationships

The Strategic and Extended Leadership Team, Curriculum and Subject Leaders, SENDCo, Safeguarding Team (including the DSL and DDSL), teaching staff, students and parents/carers.

Key Role and Responsibilities:

Main Responsibilities, Tasks and Duties

The post-holder is required to:

- Work with students with special education needs and disabilities (SEND).
- Work with students for whom English is not their first language.
- Promote and maintain the highest standards of student conduct (behaviour and attitudes).
- Promote the attendance and punctuality of students.
- Communicate closely with the SENDCo to provide appropriate and timely support for those students who have SEND needs. This includes supporting the SENDCo in writing and reviewing SEN and EHCP plans, including medical plans (where applicable).
- Communicate closely with the Designated Safeguarding Lead (DSL) to provide appropriate and timely support for those students who receive external agency support.
- Communicate closely with the parents/carers of the students who are being supported to provide information and advice on participation and progress.
- Work collaboratively with other Teaching Assistants, Higher Level Teaching Assistants and external organisations and agencies as part of the Inclusion Team, managed by the SENDCo.
- Support students with subject-based learning (provided and directed by subject leaders and teachers) as well as providing learning and support for literacy and numeracy development. This may include designing additional resources or activities to support the student.
- Support students with pastoral care and well-being e.g. encouraging independence and organisation.



- Support students with transition between education phases e.g. Year 6 to 7, Year 9-10.
- Support those students with examination access arrangements.
- Support the morning breakfast club.
- Assist the Intervention Coordinator and the small groups based in the Pyramid (as required).
- Assist Apollo tutors with the delivery of the Apollo programme and the attendance of students, particularly those with SEND.
- Assist classroom teachers by marking and providing feedback on students in relation to attainment, progress as they complete activities.
- Assist classroom teachers (and the wider pastoral team) by monitoring and reporting on students in relation to conduct.
- Assist classroom teachers with the management of resources and displays.

Additional Responsibilities, Tasks and Duties

The post-holder is required to:

- Ensure safeguarding of all students is the utmost priority and that all procedures, processes and practices in this respect are followed by self and others.
- Represent the academy within the local and wider community as required.
- Represent the academy at academy events such as Parents' Evenings and Celebration Evenings.
- Carry out supervisory duties of students throughout the academy day; including before and after academy start and end times.
- Invigilate internal and external tests and examinations.
- Accompany and supervise students on educational visits (EV).
- Undertake First Aid training and fulfil the role of a First Aider alongside other colleagues.
- Undertake Fire Marshall training and fulfil the role of a Fire Marshall alongside other colleagues.

Managing Own Performance and Development

The post-holder is required to:

- To take a proactive approach to professional development and to participate in training opportunities and other learning activities as required including participation in the academy's Appraisal and Probationary procedures;
- To attend and actively participate in regular team and academy meetings;
- To prioritise and manage own time effectively to balance all the demands made in this role;
- To strive to achieve challenging professional goals and develop the resilience needed to overcome stressful situations;
- To be a self-critical and reflective practitioner.

Professional Expectations

The post-holder is required to:

- To uphold the academy's ethos and expectations of professional standards as exemplified in the Staff Code of Conduct and by complying with the requirements of all academy and Trust policies, especially those relating to safeguarding/child protection, Health and Safety, confidentiality and data protection, reporting all concerns to an appropriate person;
- Follow reasonable management instructions and follow requests for re-deployment of roles, year groups etc. as is commensurate with the grade of the role.
- To have high expectations of students' and build successful relationships centred on respect, high expectations, aspirations and the core purpose of teaching and learning;
- To establish a purposeful learning environment where diversity is valued and where students' feel safe, secure and confident;
- To recognise and respond effectively to equality issues as they arise in the classroom, challenge stereotyped views, bullying and harassment in accordance with academy policy and procedures;



- To promote the academy/Trust positively and participate in promotional events such as Open Evenings and not to undertake any activities that may bring the academy's/Trust's name in to disrepute;
- To carry out the terms and conditions of employment as detailed in the employee's contract.
- To ensure equality of opportunity is afforded to all persons both internally and external to the academy/Trust and actively seeking to eliminate any direct or indirect discriminatory practices/behaviours.

GENERAL

Special Conditions of Services

- Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview. Furthermore, applicants are required to inform the academy of any such convictions/cautions throughout their period of employment.
- Applicants should note that the academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All successful applicants will be required to undertake an Enhanced Disclosure and Barring Service (DBS) check.
- The post-holder will be subject to ongoing Enhanced DBS checks – with effect from the first date of employment.

Other Duties

- The duties and responsibilities in this job description are not exhaustive. The post-holder may be required to undertake other duties that may be required from time to time within the general scope of the post. Any such duties should not substantially change the general character of the post. Employees will be expected to comply with any reasonable request from those in a position of responsibility, to undertake work of a similar level that is not specified in this job description.
- Duties and responsibilities outside of the general scope of this grade of post will be with the consent of the post-holder.
- To be familiar with, implement and comply with all relevant academy and Trust policies, procedures and Codes of Conduct. All staff have a responsibility to safeguard and promote the welfare of students and young people within the academy.
- To be responsible for ensuring that own professional development is updated as needed.
- To support other academies with safeguarding /behaviour & safety as directed.
- To travel as required to attend meetings or training (costs to be reimbursed beyond travel distance to normal place of work)
- To work beyond the guide hours or within holidays, using the additional contracted time as required.

This job description may be reviewed and amended at any time to reflect the requirements of the role.



PERSON SPECIFICATION

EXPERIENCE

- Minimum 2 years experience working with and or caring for children of relevant age/subject area, in an educational setting.
- General understanding of national curriculum and other basic learning programmes/techniques.
- Basic understanding of child development and learning.
- Ability to relate well to children and adults.
- General awareness of inclusion, especially within a school setting

EDUCATION & QUALIFICATIONS

- GCSE C or above in Maths/numeracy and/or English/literacy.
- NVQ 2 for Teaching Assistants or equivalent qualification or experience
- Training in relevant learning strategies e.g. literacy / numeracy (desirable)
- Willingness to undertake appropriate first aid training.

SKILLS & KNOWLEDGE

- Ability to provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- Ability to utilise strategies to support pupils in achieving learning goals (desirable)
- Promote good pupil behaviour, and deal promptly with conflict and incidents.
- Ability to undertake pupil record keeping as requested.
- Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.
- Understanding of how to support Literacy/Numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher. (desirable)
- Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.

BEHAVIOURS

- Establish good working relationships with pupils acting as a role model.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Provide detailed and regular feedback to teachers on pupils' achievements and progress.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Work as part of a team appreciating and supporting the role of other people in the team.
- Support the change process, remaining positive during times of change.
- Build and maintain successful relationships with pupils.
- Ability to improve your own practice.

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks.