



Teaching Assistant

32.5 hours per week

Commencing 1st September 2024 following successful DBS / references etc

Fixed term contract ending 18th July 2025

The Acorns Primary & Nursery School Recruitment Pack



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Welcome

Dear Applicant,

Thank you for your interest in the Teaching Assistant vacancy at The Acorns Primary & Nursery School.

We are seeking to appoint a dedicated and enthusiastic individual who is ambitious and has an excellent work ethic to join our team from 1st September 2024.

To help you decide if the job would suit you, please find enclosed some details, which we hope will give you a flavour of what The Acorns Primary & Nursery School and the Rowan Learning Trust are about.

If your values and ambitions mirror ours and you believe you can deliver that vision, then we would be delighted to receive an application from you.

We are committed to safeguarding all members of our community; therefore, all posts are subject to enhanced disclosure procedures and pre-employment checks.

Yours faithfully,

Mrs H Broom
Headteacher
The Acorns Primary & Nursery School



The Acorns Primary & Nursery School

Mission: Be The Best You Can be
Vision: Providing A World-Class Start to Life
Values: Mutual Respect, Equity, Inclusivity and Love

The Acorns Primary and Nursery School is a larger-than average sized school in Ellesmere Port, catering for 375 pupils aged between 2 and 11 years old. Our pupils come from a wide range of backgrounds, but most live within a close proximity to the school. We have much higher-than-average number of pupils eligible for Pupil Premium and also in receipt of EHCPs. We are a trauma-informed school with a Relationship Policy based upon restorative practice.

We are a Rights Respecting School where everyone is welcome – we have No Outsiders. We equip our pupils with the skills and knowledge they need to become positive, global citizens. During their time here, children develop into intrinsically motivated, life-long learners: they understand the value of working hard and they aspire to achieve.

The values of tolerance, individual liberty, democracy, mutual respect and the rule of law are embedded in all that we teach, and the way in which we run our school. We value, respect and celebrate all achievements, both within and outside of school and encourage parents, families and the community to join us in doing so. We work hard to ensure that our pupils experience a range of enrichment activities to engage and inspire them, creating memories for life and a thirst for adventure.

From a wonderful start in our Nursery, our 2-year-old children settle quickly into our community and are nurtured as individuals, swiftly building positive relationships with both the staff and their peers. This continues for the 9 years they are with us. We believe community is at the heart of the work we do and have close relationships with many agencies, ensuring that our families have their holistic needs met.

Throughout their time at The Acorns, we instil the characteristics of effective learning. These allow our pupils to develop into confident, resilient and independent adults, prepared to succeed in the modern world. Our pupils leave us with a strong moral compass, comfortable in their own skin, and knowing their own minds. They are brimming with self-belief and self-worth and are capable of being in respectful, trusting relationships with others in their community.



The Rowan Learning Trust

The Rowan Learning Trust (RLT) was established as a Multi-Academy Trust in 2012 to maximise potential of all children, students and adults in our schools.

We are an education charity. Our schools are working in collaboration, as one entity, to improve and maintain high educational standards across the group. We have a single legal and moral purpose: to advance education for the public benefit.

Currently the RLT family comprises nine schools: three high schools, an all-through alternative provision academy and five primary schools. Together we share a set of common values:

- Respect
- Kindness
- Integrity

Our strategic aim is to provide a world class education by:

- Attracting, developing and retaining people
- Embodying the values of the Trust
- Expanding our reach
- Optimising resources

The Trust in Numbers:

- 4250+ students
- 9 schools
- 10 sites
- 675+ employees
- 5 local authorities
- £37,000,000 annual budget
- 80+ governors



Job Description

Teaching Assistant

Location:	The Acorns Primary & Nursery School, Pooltown Road, Ellesmere Port Cheshire, CH65 7ED
Grade:	Grade 4, SCP 4 – 6
Salary:	£23,114 - £23,893 pro rata (actual salary £17,068.75 - £17,644.01)
Working pattern:	32.5 hours per week, term time only

Basic Job Purpose

To support the teaching staff and teaching assistants in the development and education of pupils in accordance with the aims and policies of the school.

Main Responsibilities

1. Assist teaching staff in the delivery of learning activities and work programmes and undertake predetermined activities with pupils so that their intellectual and social development (including self-reliance and self-esteem) is fostered.
2. Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
3. Supervise the activities of individuals or groups of pupils both in and out of the classroom (including educational visits) to ensure their safety and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
4. Monitor individual pupil's progress, achievements and development and report these to the teaching staff/line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
5. Liaise with parents and carers in conjunction with the teaching staff to ensure effective communication concerning the pupils' wellbeing.
6. Record pupil information, as specified by the teaching staff/line manager to ensure the schools information systems are maintained.
7. Attend to the personal, social and physical needs of pupils so that their wellbeing is maintained.
8. Prepare and maintain learning equipment and ensure that the classroom is kept clean and tidy.
9. Display and present the pupils' work, under the direction of teaching staff, so that it enhances the classroom environment and celebrates achievement.
10. Attend staff and other meetings and participate in staff training development work and staff reviews as required

****Notwithstanding the detail in this job description, the job holder will undertake such work as may be determined by the Headteacher / Governing body from time to time, up to or at a level consistent with the main responsibilities of the job.**

Responsibility for Financial Resources

- Handling cash - collecting pupil's monies and forwarding to the school administrator as necessary

Responsibility for Physical Resources

- Pupil records – recording and / or verbally notifying teaching staff of pupil's responses during lessons. Has access to student information contained in student files, and may also be required to have access to confidential, personal information.
- Specialist equipment e.g. communication aids, education aids, moving and handling equipment etc – undertaking visual checks and ensuring the safety of specialist equipment for pupils. Facilitating pupil's access to learning and communication software.



- Classroom environment and learning equipment – preparing classroom equipment for lesson activities, cleaning and tidying away safely and securely
- Pupil's possessions – safekeeping of pupil's possessions such as mobile phones, money, keys etc in school and also whilst pupils are away from school.

Responsibility for Impact on People

- Assist teaching staff in the delivery of predetermined learning activities and work programs.
- Undertake learning activities with pupils e.g. numeracy and literacy exercises, life skills, social development etc.
- Provide input into the planning and evaluation of learning activities for individuals and groups of pupils to enable the teaching staff to make informed decisions when developing their plans.
- Supervise the activities of individuals and groups of pupils both in and out of the classroom.
- Encourage social interaction and positive behaviour.
- Interpret and anticipate pupil's behaviour and respond in line with behavioural plans – intervening, withdrawing and restraining as necessary.
- Monitor individual pupil's progress, achievements and development and report these to the teaching staff / line manager to inform decisions taken regarding the Individual Education Plan, Behaviour Plans and Personal Care Programmes for a pupil.
- Liaise with parents and carers in conjunction with the teaching staff.
- Attend to the personal, social and physical needs of pupils including washing, toileting, dressing and undressing pupils as necessary.

Physical Demands of the Role

- Lifting, handling and supporting pupils where necessary.
- Assisting pupil participation in physical education / exercises
- Sitting in a constrained position whilst undertaking activities in children's chairs, undertaking care functions etc.
- Pulling and pushing / awkward movement of bulky items e.g. pupils' equipment, rearranging tables, classroom equipment etc.
- Reaching, bending and stretching over low pupil worktables and whilst arranging displays.

Mental Demands of the Role

- Sensory attention and concentration – to monitor and assess pupils' progress and to keep them on task. To support and deliver predetermined learning activities and adapt as necessary.
- Sensory attention and concentration – under the direction of teaching staff, assist with a mixture of activities. Awareness of needs of children with limited communication, medical, physical, and emotional difficulties.
- Attention to detail - prepare classroom for lesson activity and tidy away equipment after lesson activity.
- Alertness - provide verbal feedback of observations regarding pupil responses and progress to teaching staff. Supervise the activities of individual or groups of pupils, both in and out of the classroom (including educational visits) to ensure their safety.



Person Specification

Knowledge

Type of knowledge	What knowledge is essential?	Why are these needed?
Specialist knowledge	Understand needs of pupils with varying degrees of physical, emotional and / or learning difficulties. Medical conditions e.g. sensory impairment, epilepsy, asthma, diabetes etc. Classroom routines IEPs for each child Behaviour plans Care plans Communication techniques e.g. Makaton, PECS.	To support access to learning activities and contribute to the development of children. Assist teacher to evaluate and monitor student's progress and needs and implement behaviour and care plans. Interpret the needs of pupils.
Literacy and Numeracy	Provide assistance and support in core subjects	To undertake learning activities with pupils. Record and / or verbally notify teaching staff of pupil's responses during lessons.
Organisational and service-based knowledge	Understand the role of other services e.g. physiotherapy, occupational therapy, school nurse and other external professionals.	Liaise with other professionals in relation to individual students.
Equipment	Pupil and educational aids, PE and manual handling equipment	Safe usage and operation, and to carry out frequent visual checks.
School childcare procedures	An understanding of school childcare procedures which impact on children and their care	To follow school procedures and practices to meet legislative requirements.
Legislation	An awareness of Child protection, health and safety, and care legislation	To meet school standards and legislative requirements

Mental Skills

- Judgment – to respond in the most appropriate manner and determine the most appropriate moment for intervention.
- Analytical – to assess pupils' personal, physical and social progress and their ongoing needs.
- Planning – to prepare learning materials and resources in accordance with predetermined activities
- Thinking on feet – to respond directly to pupil needs and pre-empt behavioural issues.
- Creative – adapt learning materials to suit individual pupil needs

Interpersonal and Communication Skills

- Training – to assist in the delivery of learning activities e.g. numeracy and literacy exercises, life skills and social development etc.
- Caring, verbal and intuitive communication – to communicate with special needs and statemented children. To interpret and respond to personal and learning needs, and provide reassurance and hands on support



- Motivation – to lead by example and reflect an enthusiastic approach to care and learning activities, to praise and encourage pupils to provide recognition of their progress.
- Influencing / persuading – to encourage the adoption of appropriate standards of behaviour, to defuse and potential confrontation and to achieve given learning activities and outcomes.
- Oral exchange of information – liaise with others on sensitive pupil welfare issues.
- Written – to record children's progress.

Physical Skills

- Hand-eye coordination and manual dexterity – for the manual handling of students (where required) and the use of specialised pupil or educational equipment

Experience and Understanding

- Experience working with and / or caring for children of relevant age / subject area in an educational setting is ideal.
- General understanding of national / foundation stage curriculum and other basic learning programmes / techniques.
- Basic understanding of child development and learning

Qualifications and Training

- GCSE Grade C (Grade 4) or above in Maths and English.
- NCQ Level 2 for teaching assistants or equivalent qualifications or experience desirable.
- Requirement to complete the DfE's Teacher Assistant Induction Programme
- Training in relevant learning strategies e.g. literacy / numeracy
- Willingness to undertake appropriate first aid training
- Evidence of a commitment to further professional development



How to Apply

Please submit an application form and a supporting statement of no more than two sides of A4 outlining why you are interested in the opportunity and how your application addresses the requirements for the role.

Applications should be returned electronically to Patricia Leadley, sbm@acornswitley.co.uk

Alternatively, send a hard copy to:

The Acorns Primary & Nursery School
Pooltown Road
Ellesmere Port
Cheshire
CH65 7ED

Closing Date: 12pm on Tuesday 16th July 2024.

Interview Date: Thursday 18th OR Friday 19th July – TBC

The Acorns Primary & Nursery School and The Rowan Learning Trust are committed to safeguarding, to promoting the welfare of our children and adhering to the Equality Act 2010 and expects all staff to share this commitment. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996, all prospective employees will be required to supply evidence of eligibility to work in the UK.

We will 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.

All appointments are subject to satisfactory references, proof of qualifications and eligibility to work in the UK.

The Acorns Primary & Nursery School is an equal opportunities employer.

The Rowan Learning Trust

Registered Office: Oltec House, 18 Beecham Court, Goose Green, Wigan, WN3 6PR

Company Number 8010464

