



**BURTON
BOROUGH
SCHOOL**

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Candidate Information Pack

Teaching Assistant

Post Available from: As soon as possible

Closing Date: Monday 4th July 2022



Welcome to Burton Borough School

Dear Candidate,

Thank you for your interest in this post at The Burton Borough School. We are an inclusive school that focusses on 'belonging' and 'thinking' and it is our firm belief that all students, no matter what their backgrounds, needs or abilities are able to succeed and reach their full potential given the right care support and guidance. We believe that all students have different gifts and we nurture these to bring out the best in each of them. Staff at Burton Borough have high expectations and the drive, commitment and passion to help young people succeed, preparing them well for the next stage of their education.



We want our students to be well-rounded and not only rely on rote so that they are able to compete with their peers not only nationally but internationally. However, in order to do this, we must model this behaviour ourselves by being lifelong learners, engaging in research, keeping abreast of new initiatives and staying at the forefront of education. We must work together in sharing best practice, reach out and help each other to develop our pedagogy to make us even stronger practitioners to help our students achieve what they are capable of. We have a fantastic CPD programme and run both the NPQML and NPQSL at Burton Borough in collaboration with Star Institute.

Mental health and wellbeing is at the top of our agenda for both students and staff and we were the first school in March 2019 to be recognised for the work that we do by Public Health England and signed the Prevention Concordat for Better Mental Health to show our commitment towards this. We were also the first school in the West Midlands to be awarded the Gold Award from the Carnegie Centre of Excellent Mental Health and an Ethical Leadership Pathfinder school.

There is a strong community feel at Burton Borough and the established smaller communities within the school ensure that our students reach their full potential. It is important to us that staff know each student and their families personally so that any potential issues are picked up quickly. In addition, we have vertical tutor groups with members from all years, which again contributes to a smaller community feel. Everybody supports one another and understands that when we work together, we instil a belief that we will achieve the best outcomes.

On top of all of this, a new modern £8 million building opened in June 2015 with the latest facilities to aid us with our teaching and learning. Due to our success, we have been asked to expand and a further £1.2 million has been invested in a new hall and extra classrooms which was completed in July 2019. Even with the increased student numbers from September 2019, we are heavily over-subscribed once again.

From the moment you walk through the doors at Burton Borough you will feel the vibrant, caring and supportive atmosphere. I look forward to meeting you if you decide that you want to join us on our exciting journey.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Krissi Carter', written over a large, faint, stylized graphic of a smiling face.

Krissi Carter
Principal

Contents of the Pack

- 1. About Burton Borough School**
- 2. Job description**
- 3. Person Specification**
- 4. Safeguarding**
- 5. Local information / How to find us**



About the School

Burton Borough is a vibrant and exciting school to work in and our successes were recognised by our recent Ofsted inspection in March 2018:

- “Behaviour is good. Pupils are respectful, polite and well mannered. Relationships between pupils and staff are highly positive”
- “Pupils look smart in their new uniform, are punctual and well prepared for lessons. As a result, learning time is hardly ever wasted”
- “The prevailing culture of mutual respect prepared pupils well for life in modern Britain. Pupils work well and socialise well together, valuing and respecting others’ views”
- “The new principal is highly ambitious for the pupils. Leaders have a clear and accurate understanding of how to make the necessary improvements to pupils’ progress”
- “Safeguarding is effective”

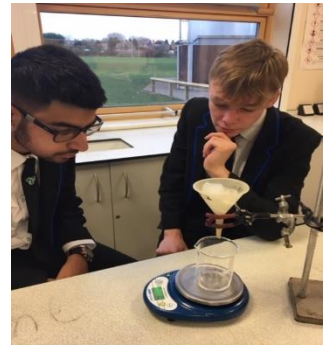
As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. To achieve this, we ensure that we continually adapt our practice and engage with research. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things. You will also be someone who views working in education as the most important job in the world, and will therefore be prepared to “go the extra mile”.

Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their NQT year or working with staff who aspire to leadership.

All staff are engaged in their own research projects that they will be sharing with the rest of their colleagues and publishing their findings in a journal. We believe the best CPD is CPD that is bespoke and tailored to your interests and needs. Research projects this year vary from subject specific research, wellbeing and mental health and leadership and management to name a few.



Job Description

Job Purpose

Working under guidance: provide support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Major Tasks

- Provide pastoral support to pupils
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Establish constructive relationships with pupils and interact with them according to individual needs
- Attend to pupils' personal needs and provide advice to assist in their social, health & hygiene development
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans
- Encourage pupils to interact with others and engage in activities led by the teacher
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Support provision for pupils with special needs
- Establish productive working relationships with pupils, acting as a role model
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Provide detailed and regular feedback to teachers and to SENDCo on pupil's achievement, progress, problems etc.
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc.
- Liaise with feeder schools and other relevant bodies to gather pupil information
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist in the supervision, training and development of staff
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required
- Provide clerical/admin support as and when required e.g., photocopying, filing etc
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

Contacts & Relationships

- With students – daily
- With students' parents/carers – as required linked to incidents, complaints etc.
- With professionals linked to students – as required dependant on need/care plans etc.
- With visitors, or other external bodies – as required
- With staff within school - daily
- Establish constructive relationships and communicate with other agencies / professionals

Creativity

- Support pupils' access to learning using appropriate strategies, resources etc.
- Work with other staff in planning, evaluating and adjusting learning activities as appropriate

<ul style="list-style-type: none"> • Monitor and evaluate pupils' responses and progress against action plans through observation and planned recording • Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence • Be responsible for keeping and updating records as agreed with other staff, contributing to reviews of systems/records as requested • Assist in the development and implementation of appropriate behaviour management strategies • Assist in the development, implementation and monitoring of systems relating to attendance and integration • Clerical/admin support e.g. dealing with correspondence, compilation/ analysis/reporting on attendance, exclusions etc., making phone calls etc. • Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs • Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
Decisions
<ul style="list-style-type: none"> • Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop • Contribute to the overall ethos/work/aims of the school
Management & Supervision
<ul style="list-style-type: none"> • No Management or Supervisory responsibilities
Supervision Received
<ul style="list-style-type: none"> • The post holder will be directed by the Head of Department/Teacher on a daily basis and work under the instruction/guidance of the SENDCo, Assistant SENDCo and HLTA's according to student and school need • Performance management will be via the Head of Department • Participate in the performance management system for the appraisal of their own performance, or that of other staff.
Complexity
<ul style="list-style-type: none"> • Under the supervision of senior staff, you will complete a range of routine work with some variation in line with the secondary school curriculum.
Resources
<ul style="list-style-type: none"> • Determine the need for, prepare and use specialist equipment, plans and resources to support pupils • 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
Impact
<ul style="list-style-type: none"> • All students make excellent progress and attainment • All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff • The culture and ethos of the school is reflected in all activities and interactions that involve our staff on and off site • Ensuring good behaviour and welfare requirements are maintained at school that keep students safe
Physical Demands
<ul style="list-style-type: none"> • To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving • This post will include the need for personal care of students where required. Training on appropriate manual handling and evacuation chair training will be given • Be able to work as part of a successful, hard-working, dedicated team
Working Environment
<ul style="list-style-type: none"> • The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site. • In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting. • There may be occasional exposure to conditions such as would be found outside; for example, travelling for meetings and site visits.

<ul style="list-style-type: none"> Occasionally may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse This would be referred through the Safeguarding channels in line with the school policy
Emotional Context
<ul style="list-style-type: none"> To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues To be aware of personal stress levels and alert senior staff if issues arise To participate in supervision activities to address any emotionally stressful experiences To occasionally deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead and Safeguarding Officers
Other
<p>The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.</p> <p>The postholder will be expected to actively follow all school policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.</p> <p>The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.</p> <p>The postholder will ensure that they promote the safeguarding and welfare of all children in line with Keeping Children Safe in Education, the Statutory Framework for the Early Years Foundation Stage and Working Together to Safeguard Children</p>

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> Very good numeracy/literacy skills NVQ 3 for Teaching Assistants or equivalent qualification or experience
Experience	<ul style="list-style-type: none"> Experience working with children of relevant age Experience of working with pupils with additional needs Previous experience in a learning support environment would be desirable
Knowledge	<ul style="list-style-type: none"> Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation Working knowledge of national curriculum and other relevant learning programmes Understanding of principles of child development and learning processes and in particular, barriers to learning Full understanding of the range of support services/providers Good numerical skills to undertake a variety of tasks Good literacy skills to undertake a variety of tasks
Skills	<ul style="list-style-type: none"> Ability to plan effective actions for pupils at risk of underachieving Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults, often on behalf of the SENDCo Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues Able to maintain confidentiality Able to deal with more complex queries and know when to refer to more senior staff Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
Personal style & behaviours	<ul style="list-style-type: none"> Customer focused Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. Open, honest and an active listener Takes responsibility and accountability Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.

	<ul style="list-style-type: none"> • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations • Is committed to the provision and improvement of quality service provision • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive • Has the ability to learn from experiences and challenges • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.
Fluency Duty	<p>This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.</p> <p>The role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations” .</p>

This post has been identified as a customer facing role and therefore the Council is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a public body the Council is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring XXX level under the Common European Framework of Reference for Language (CEFR).

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We will ensure, so far as is reasonably practicable, that no disabled applicant is placed at a substantial disadvantage. This person specification includes what we believe are fully justifiable essential and desirable selection criteria. Provided that the selection criteria unconnected with the disability are met, we will make ALL reasonable adjustments in order that someone with a disability can undertake the duties involved.

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Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	X
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Information on types of criminal records checks is available at:

<https://www.gov.uk/disclosure-barring-service-check>

Safeguarding



Burton Borough School fully recognises its responsibility to safeguard and promote the welfare of student and young people. We are committed to ensuring that its students have opportunity to thrive within a safe learning and working environment. Our school expects all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse
4. Supporting students who have been abused in accordance with their agreed protection plan
5. Establishing a safe environment in which students can learn and develop.

The staff at Burton Borough School are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectations in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result at risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

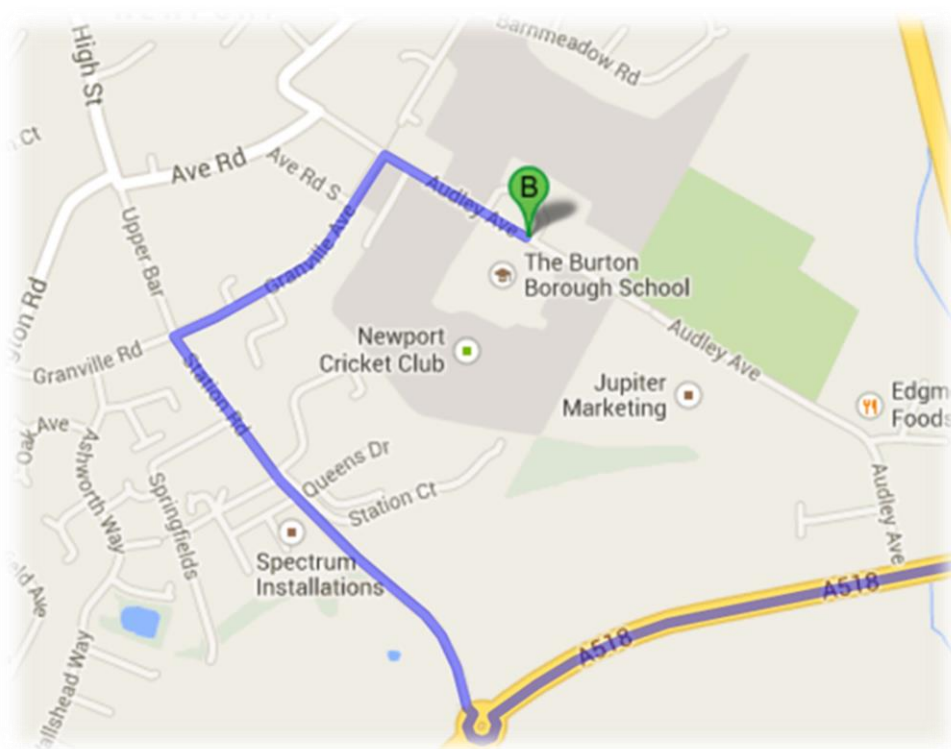
To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.



Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby. Despite this, our students are of high ability when compared to school nationally.

How to find us



From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport

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FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION
PATHFINDER