

RECRUITMENT PACK

TEACHING ASSISTANT



The Rudheath
Senior Academy

HEADTEACHER
JAMES KERFOOT

☎ 01606 42515

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🌐 www.rudheathsenioracademy.org.uk



Headteacher's Welcome

Thank you for downloading this recruitment pack for the role of Teaching Assistant at Rudheath Senior Academy.

Our mission is to "open children's eyes to the wonderful world of possibilities." This is a school that strives for both academic excellence and developing character. We have embedded the values of excellence and kindness, and our staff believe in trying to be "1% better every day". We also believe excellence comes from taking "100% responsibility" and resolving problems rather than assigning blame. Kindness is a wonderful value to have, and we want to be kind to the children, our colleagues and ourselves. I also believe that part of being kind is being honest and will strive to make sure we are an exceptionally honest and transparent school where everybody's voice counts.

We work as part of the North West Academies Trust group, and we are a medium to small school and a medium to small trust because we want every student and staff member to feel known and valued. We serve the community of Rudheath and Witton which is a tight knit local community on the outskirts of Northwich. Our school environment is a lovely and calm place to work and be.

The Rudheath story is a fascinating one. The phoenix from the ashes image applies and is a symbol of our resilience. I will unapologetically ask staff to work hard and go the extra mile, but we prize well-being and want this to be a joyful place to work. The workload and wellbeing manifesto included in here is not just words. I believe in looking after our greatest resource which is the staff.

We have a really strong vision to make this a "school of choice" and also to make sure our children have "remarkable experiences." If you feel you can make a contribution to our school, I look forward to receiving your application soon.

If you would like to discuss this vacancy in more detail, please contact Mrs Lydia Garrett, Assistant Headteacher and SENDCo.



James Kerfoot
Headteacher





The Rudheath
Senior Academy

MISSION VALUES VISION

OUR MISSION

Opening Children's Eyes to the Wonderful World of Possibility

OUR VALUES

Excellence: 1% improvement and 100% responsibility every day

Kindness: No act of kindness, no matter how small, is ever wasted

OUR VISION

RSA will be an oversubscribed school of choice at the heart of the Northwich community which every student, staff member and parent is proud to belong to.

RSA will be relentlessly ambitious about a curriculum that leads to excellent outcomes and careers, creating remarkable experiences and making memories that last a lifetime.

RSA will be continuously driven about nurturing resilient, literate and articulate young people, who will be creative, confident and compassionate as they make their distinct mark on the world.

About Rudheath Senior Academy

Rudheath Senior Academy is an 11-16 secondary school in Northwich, Cheshire. At the centre of our culture are two key qualities – **Excellence and Kindness**. Our mission is simple; to open our children's eyes to the wonderful world of possibilities.

Since the school joined North West Academies Trust in 2018, there has been nearly £8m invested to improve facilities for both children and staff. This investment has produced facilities that are second-to-none and enabled specialist teaching across the curriculum.

The work to rebuild the school has been about more than bricks and mortar. Educationally, we do things differently. A separate Year 7 Hub was created to ease the transition for our younger pupils from primary to secondary education. The introduction of careers development alongside a breadth of enrichment days has significantly increased pupils' future opportunities.

We endeavour to nurture caring, trusting and positive relationships between students, staff, parents and carers, and we make a promise that every pupil will leave here as a resilient, independent and happy individual.

Rudheath Senior Academy is committed to the safeguarding of children and young people. An enhanced disclosure from the DBS is required.



About North West Academies Trust

NWAT believes that an aspirational and inspirational education is the right of every child.

Our success is driven by a commitment to relentlessly work to improve standards and outcomes for our pupils.

As specialists in providing high-quality education, we are passionate about supporting schools within their communities and helping to ensure outstanding learning opportunities for every child.

The ten schools in our trust provide high-quality teaching and strong leadership in a creative, supportive and aspirational environment.

We focus on driving up standards and have the necessary experience of improving standards in education to provide the right learning environment for all children and young adults to achieve their full potential.

We are an organisation built on strong foundations, enabling us to expand and welcome new schools with ease, whilst retaining focus on our core commitment to excellence in education.



Terms and Conditions Overview

The following information highlights key aspects of the Trust's terms and conditions of employment. Full terms and conditions are set out in the Employment Contract. Shortlisted candidates will be given the opportunity to ask questions about terms and conditions of employment at their formal interview.

All staff at Rudheath Senior Academy are employed by North West Academies Trust.

SALARY

Teaching staff

Salary and the general terms and conditions of employment are those contained in the current School Teachers' Pay & Conditions Document and Conditions of Service for School Teachers' in England and Wales (Burgundy Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

Support staff

The general terms and conditions of your employment are those negotiated nationally by the National Joint Council of Local Government (The Green Book) as applied by, adopted or amended and subject to the decisions made from time to time by the Trust relating to the employment of Trust employees.

PENSION SCHEMES

The Trust offers membership of the Teachers' Pension Scheme for teaching staff and the Local Government Pension Scheme (LGPS) for support staff.

WORKING TIME

The School Teachers Pay & Conditions Document does not set specific working weeks for members of the leadership group and those on the pay range for leading practitioners. You will be required to be available for duty at reasonable times to undertake the professional duties assigned in accordance with the Document.

A teacher employed full-time must be available for work for 195 days, 190 days during term time and 5 days during school closure periods and must be available to work for 1265 hours to be allocated reasonably throughout those days in the school year on which the teacher is required to be available for work.

Support Staff contracts will be based on a full-time equivalent of 37 hours per week (pro-rata for hours that fall below 37 hours as applicable to the role) and payable whole year or term time only, as appropriate to the role.

WORK LOCATION

You may be required to work on a temporary or permanent basis at other academies within the Trust and within reasonable commuting distance of your home as the Trust may require from time to time.

PROBATIONARY PERIOD

All teaching and support staff who are newly appointed to the Trust are subject to a satisfactory probationary period of 6 months before they are confirmed in post as a Trust employee. Any staff within their probationary period are entitled to 1 week's notice on either side.

Staff Work and Wellbeing Manifesto

<p><u>Your TIME matters:</u></p> <p>Email Policy: No emails (except for safeguarding) are sent after 7.00pm on a weekday, or at all during weekends</p> <p>Rational approach to data drops: We have reduced data drops from 2 to 1 per year.</p> <p>Rational approach to data processing: We ask staff to use data to inform classroom teaching. Formative assessment is more important than summative.</p> <p>Sensible approach to marking: Whole class feedback has been introduced to reduce the frequency of marking but ensure high quality feedback is always given.</p> <p>Avoiding roll-over: The Academy does not roll its timetable over during the second half of the Summer Term.</p> <p>Leadership led detentions: All detentions are coordinated by leaders although staff are asked to contact home and to restore.</p> <p>Knowledge Organisers & online platforms: Introduced to reduce the amount of homework setting and marking.</p> <p>Time to leave for home: We encourage all staff (when possible) to leave the building and travel home when they need to.</p> <p>Flexible working: We are encouraging a flexible working policy. When staff have non-contact time, they may request an 'early start'.</p> <p>Life Events: We understand that the school day can make it difficult to attend important family and community events. Staff may request appropriate time where necessary. We will accommodate where possible</p> <p>Flexible meeting culture: We are running a smarter approach to our meeting cycle so that more flexibility is given over how it is held and time is provided for curriculum planning together in teams. These can be accessed remotely if appropriate.</p>	<p><u>Your DEVELOPMENT matters:</u></p> <p>All RSA Schools have 4 inset days and a Trust wide inset.</p> <p>Bespoke CPD Programme: All staff are offered an ambitious CPD package with both internal and external opportunities for development</p> <p>RSA CPD Opportunities: RSA will offer centralised CPD for current and aspiring Middle Leaders, Senior Leaders and Aspiring or New Headteachers.</p> <p>No formal lesson observations: We do not formally observe lessons. These are not a good representation of a teacher's day-to-day work. Instead, we use developmental learning walks and +1 feedback to encourage our transparent leadership KITE Mark culture</p> <p>Teaching & Learning: Our CPD is rooted in Rosenshine's principles of instruction. These will be the foundation of our T&L policies for years to come, enabling expertise and resources to accumulate over time, and avoiding 'initiative overload' that can create workload pressures.</p> <p>Simple language of I/We/You phase has been introduced to ensure outstanding teaching is demystified for teachers and students.</p> <p>Collaborative Learning and Planning: We will provide time for staff to collaboratively plan lessons and schemes for learning. Staff training/CPD will be directed via a collaborative approach, allowing staff to share best practice, plan lessons and research pedagogy to apply in the classroom.</p>	<p><u>Our School PRIORITIES matter:</u></p> <p>Line management meetings: these are an important process and a right for everyone with responsibility within the Academy. They follow a common format. Items may be included from the senior colleague, but these are also a vital opportunity for the person being line managed to seek advice and support in areas that they bring to the table. Meetings are reviewed and cancelled if they serve no purpose.</p> <p>RSA Staff Survey: RSA will conduct an anonymous survey each Autumn term. This gives staff a chance to answer structured questions but also comment in prose on their working life. This is always considered in senior team planning. The staff working party will be invited to continually work on focus areas throughout the year. The Head will operate stop/start/continue meetings to gather feedback.</p> <p>SLT Open Door Policy: Staff can meet with any SLT members at any point of the year, where they can bring up anything they wish to without fear of identification or retribution. Items arising are always carefully considered and acted upon. Staff are actively encouraged to approach the Headteacher with ideas and suggestions.</p> <p>Sensible Allocation of Department Time: Departments are given time at the start of every term, and through regular department meetings throughout each term. Whilst there are common school-wide priorities and items, at least two thirds of each agenda should belong to the head of department and the team for subject development and curriculum planning.</p> <p>Resisting fads: We set out the Academy priorities carefully at the start of each year, in line with our vision and mission. If something is introduced, the impact on the stakeholders is always considered, and decisions are explained. We operate an ongoing stop, start, continue review process. Nothing 'fades away'. If we decide to do something, we support and continue it for as long as the need arises. If something stops, it is because we have made a conscious decision that it is no longer needed. .</p> <p>Instructional Coaching: We have a comprehensive instructional programme for all ITTs ECTs and ECT +1s, investing time and energy into the first years of teaching, with the intention of raising outstanding teachers and improving their practice. We will also coach new staff with a "Get better faster" programme.</p>	<p><u>Our CULTURE AND VALUES matter:</u></p> <p>Culture of respect/Treat the children as if they were your own: Our core values of excellence and Kindness and our leadership KITE mark define our interactions between members of our community (students and staff). This atmosphere and way of working pervades the Academy and staff hold each other to account on this. Students who make mistakes in this area are quickly addressed, along with appropriate sanctions and restorative measures. This generally makes for a pleasant working environment, rather than an angry or agitated one.</p> <p>Lesson expectations are high: Teachers present themselves as experts and encourage students to consider hard concepts and learn knowledge by heart. Students are met at the door and are expected to begin a task immediately upon entry to the lesson with a "Do Now" task. Teachers are supported in their use of the behaviour and expectations policy.</p> <p>Undisrupted Lessons: with almost no exception, lessons at Rudheath Senior Academy are expected to be free from high- and low-level disruption. The strong centralized systems and support make this completely possible if teachers follow the procedures closely. Indeed, this is the expectation. This ensures colleagues are free to work on pedagogy and support individual students with their learning. This applies to established colleagues, new colleagues, and temporary colleagues alike. Senior staff visit lessons, every day in a purely supportive capacity. Departmental support is available, and reviews of processes are completed on a weekly basis</p> <p>Positive recognition and "noticing": The Senior Leadership Team are committed to a culture which is based on relentless, spontaneous, and positive recognition ("noticing") of staff who are living/working by the Academy values. We strongly encourage a high level of professional trust and recognition such as wellbeing breakfasts, weekly staff shout outs and seasonal staff events that reflect our Academy values.</p> <p>Staff Breakfast: Staff breakfast is provided at Friday briefings. Staff are encouraged to attend early, relax and have a positive end to the working week.</p> <p>Medicash: All staff are enrolled into the Medicash Proactive Health Cash Plan, which is designed to provide you with cover towards the costs associated with your everyday healthcare including new prescription glasses, dental treatment, and more.</p>
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The Rudheath Senior Academy

What does it mean to be a leader at Rudheath?

"A great team, made up of great people, driven by values."

K	I	T	E
Kindness	Integrity	Truth	Excellence
<i>Always remembering "Better people make better leaders" and assuming positive intent</i>	<i>Doing the right thing even when no one is watching and choosing what is right over what is easy.</i>	<i>Leading with honesty and telling the truth to yourself and others, even when it's hard.</i>	<i>1% improvements and 100% responsibility. "We are what we repeatedly do, excellence then is not an act, but a habit."</i>
<ul style="list-style-type: none"> ✓ Clear is kind. Unclear is unkind. ✓ Work hard but always protects the workload of yourself and your team. ✓ Be respectful to all staff and students. ✓ Model positive professional regard to the teams you lead. Remember everyone can be excellent somewhere. ✓ Focus on building relational trust with teams. ✓ "Care personally and challenge directly." ✓ Respond appropriately ✓ Manage your own feelings. ✓ Value the time of others. ✓ Listen to the opinions of all. ✓ Celebrate success. ✓ Know your team. 	<ul style="list-style-type: none"> ✓ Always be prepared to lead by example and don't ask others to do what you wouldn't do yourself. ✓ Confront the brutal facts. Admit if things aren't right ✓ Make tough decisions if they are in the best interests of the school culture and fit with RSA values ✓ Be aware of what you do well and the contribution of others and credit others for successes. ✓ Evaluate the performance of the team you lead- feedback constantly. ✓ Always address performance issues. ✓ If you say you will do it - do it. Better to under-promise and over deliver. ✓ Keep things confidential wherever appropriate. 	<ul style="list-style-type: none"> ✓ Show humility. Not thinking less of yourself but thinking of yourself less. ✓ Evaluate your own performance and reflect critically ✓ Deliver messages and hold people to account honestly if it is designed to help people develop. ✓ Clarify expectations and over-communicate ✓ Lead with questions and not answers. ✓ Model Truth in meetings. "Leaders speak last" ✓ Say yes by email and no face to face ✓ Be aware of your personal strengths and understand how your behaviour impacts others ✓ Actively seek feedback and be prepared to hear difficult messages, not just give them 	<ul style="list-style-type: none"> ✓ Be a role model of Excellence, especially in the classroom and model the highest expectations always ✓ Work hard to simplify complex issues ✓ Set your own targets and challenge yourself ✓ Meet all professional deadlines. Be organised. ✓ Plan meetings in advance to ensure they are focussed. ✓ Remember the standard you walk past is the standard you accept. ✓ Take time to notice everything and challenge things. ✓ Work hard to beat your personal best every day. ✓ Seek new opportunities showing a desire to develop professionally. Be a learner. ✓ Plan lessons and assemblies to the highest standards. ✓ Make the effort to take a step back and think strategically ✓ Look externally for best practice. ✓ Ensure there is a culture of ambition and excellence in the teams you lead. ✓ Remember your key role is to grow and develop other leaders.

About the Role

We are seeking to recruit an ambitious and aspirational Teaching Assistant to join our Inclusion team at Rudheath Senior Academy. Our Teaching Assistants are versatile, resilient and committed, who can adapt their practice wherever necessary to support across all key stages. The successful candidate will work alongside classroom teachers, assisting the children with their work and supporting with pupil behaviour while establishing good relationships with pupils, acting as a role model and responding to individual needs.

The postholder will be an enthusiastic and empathetic person who will work in partnership with teachers to support the learning of individuals and small groups, in line with the national curriculum, codes of practice and academy policies and procedures. The Teaching Assistant will assist in the promotion and development of inclusive learning and teaching throughout the Academy in order to give students every opportunity to achieve their best.

The successful candidate will work closely alongside the SENDCo, Heads of Year, and other leaders to ensure students meet their educational aims. This is a unique and exciting opportunity for an aspirational individual to gain first-hand experience in all aspects of student support.

Teaching Assistants at Rudheath Senior Academy will want to make a difference. They will be ready for a challenge and will bring a wealth of innovative and outstanding ideas to engage all stakeholders. Our Teaching Assistants will be approachable and consistent; they will give and earn respect from our pupils, staff, parents and carers.

If you share our passion for making a real difference to the lives of children this could be a great role for you. Previous school experience is desirable, but it is essential you fully share our mission, values and vision.

SALARY

Local Government Pay Scale (SCP4)

Full Time Equivalent: £19,264 per annum (before pro-rata)

Actual Annual Salary: £14,535 per annum (after pro-rata)

WORKING PATTERN

32.5 hours per week with half an hour unpaid lunch break.

Worked over five days, 08:30am until 15:30pm, Term Time plus 5 INSET days.

HOW TO APPLY:

To apply for the position of Teaching Assistant, please complete the school Application Form and submit a covering letter to recruitment@rudheathsenioracademy.org.uk.

If you have any questions or require further information, please contact the school directly on 01606 42515

Headteacher:
Assistant Headteacher:
Business Manager:

Mr James Kerfoot
Mrs Lydia Garrett
Mr Jack Jevons



The Rudheath
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Teaching Assistant Job Description

Job Title:	Teaching Assistant
Accountable to:	Assistant Headteacher and SENDCo
Job Purpose:	<ul style="list-style-type: none">• To support teaching & learning in a safe and healthy environment with a commitment to raising progress and attainment.• To enhance students learning by challenging barriers to achievement both inside school context and through work experience.• To deliver tailored academic and pastoral care, guidance and support with the aim of maximising achievement and opportunities to achieve for all students.• To provide informed, impartial advice and guidance relating to Careers and Employability.• To be part of the student support team.• To act as an ambassador for the school in all matters.
Main duties and responsibilities	<ul style="list-style-type: none">• To provide targeted intervention for identified cohorts of students, working with Heads of Year.• To work 1:1 with students who require literacy intervention outside of the classroom.• To offer 1:1 support during students' timetabled lessons.• To deliver sessions to students through 1-1 coaching conversations and group discussion. Foster peer-group responsibility, set clear learning objectives and firm expectations around the sessions in order for the students to develop transferable learning skills.• To work in a variety of ways to support, inspire and challenge students to raise levels of achievement. These may include in-class support, personal organisation of students and their study, supervising enrichment activities and work to support homework.• To work closely with the SENCo to ensure that the needs of students with special educational needs are met.• To participate, with other staff, in the comprehensive assessment of students to identify and address barriers to learning.• To establish good, positive relationships with individual students to help them reflect on their learning.• To support and deliver aspects of the enrichment programme to ensure students achieve a good balance of experiences.• To support students with work experience and work placements, supporting the development of work skills and practices, monitoring and reporting on their progress during work experience placements.• To foster and encourage links between the home and the school to support students' development within the school and wider community.• To support teaching & learning in a safe and healthy environment with a commitment to raising progress and attainment.

	<ul style="list-style-type: none"> • To enhance students learning by challenging barriers to achievement both inside school context and through work experience. • To deliver tailored academic and pastoral care, guidance and support with the aim of maximising achievement and opportunities to achieve for all students. • To provide informed, impartial advice and guidance relating to Careers and Employability. • To be part of the student support team. • To act as an ambassador for the school in all matters.
Other duties and responsibilities:	<ul style="list-style-type: none"> • To carry out any other duties that the Head Teacher may reasonably request. • Pro-actively identify training and learning relevant to the role for continued professional development.
Responsibilities common to all staff:	<p>All staff are expected to:</p> <ul style="list-style-type: none"> • Foster RSA's vision and objectives. • Ensure equality and diversity is celebrated and promoted through all practice, and that success is achieved through widening participation and encouraging access to a diverse range of students. • Effectively discharge RSA's responsibility for safeguarding students. • Work within the RSA Health and Safety policy to ensure a safe working environment for staff, students and visitors. • Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. • Engage actively in the performance review process. • Adhere to policies and procedures as set out in the staff handbook or other documentation available to all staff. • Attending appropriate professional development/training sessions, courses or meetings to ensure that skills are maintained and developed to meet the changing needs of the college. • Comply with the provisions of the Data Protection Act and adhere to the requirements of all staff to maintain confidentiality in respect of governors, staff, parents, students and members of the general public. • Be responsible and accountable for carrying out the post with regard to the school's Safeguarding Policy, Equal Opportunity Policy. Health and Safety at Work Act and any other relevant policies and procedures.

Candidate Specification

Successful candidates are likely to be able to give evidence in support of all or most of the following:

Personal Qualities

- Empathy for children with special needs.
- Patience, understanding, caring, sense of humour.

Qualifications/Experience

- Experience of working with children/young people
- Recent experience of working in a school.
- A standard of written and spoken English that supports pupils' learning.
- Experience of relevant age group.
- Experience of working with children with special needs.
- TA specific qualification equivalent to NVQ Level 2 or 3 (desirable)

Knowledge

- An understanding of the varied needs of children as they develop socially and academically.
- A knowledge of behaviour management techniques that support school and classroom practices.

Skills and Aptitudes

- A commitment to promoting equal opportunities and meeting individual needs.
- Awareness of confidentiality.
- Ability to work as part of a team.
- Able to manage time effectively.
- Ability to be flexible to the needs of the children.
- Effective communication, interpersonal and organisational skills.
- Ability to use ICT/the internet and email to support pupils' learning.
- Able to use ICT to store and retrieve data.
- Experience in delivering first aid, medication, personal/intimate care, physical intervention/behaviour management strategies.

Training and professional development

- Willingness to take part in appropriate training and personal and professional development.



The Rudheath Senior Academy

Application Guidance

Vacancies are advertised on our website – www.rudheathsenioracademy.org.uk.

Please complete the application form in full ensuring you have provided true and accurate information.

If you are asked to provide a letter with your application form, it should be no more than 2 sides of A4 in size 11 font.

Please note: CV's are not accepted. Only fully completed application forms are to be submitted for shortlisting.

Please send your application form and letter of application (if required) to the email address specified by 12 noon on the date specified in the advert. Applications received after the closing date/time will not be considered.

You may arrange a visit to the school before applying for a post or prior to interview if you are shortlisted, by contacting the School Office on 01606 42515.

After submitting your application

Please note if you have not received communication from Rudheath Senior Academy inviting you for interview within 10 working days of the closing date of the post, you can assume that you have not been shortlisted on this occasion. We thank you for your interest in our organisation and would encourage you to apply for suitable vacancies in the future.

Please note Rudheath Senior Academy does not provide feedback to applicants who have not been shortlisted for a post.

Safeguarding

Rudheath Senior Academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

All vacancies are subject to an enhanced criminal records check from the Disclosure and Barring Service which will require you to disclose details of all unspent and unfiltered spent reprimands, formal warnings, cautions and convictions in your application form.

Please review the school's website for Safeguarding and Child Protection Policies.



The Rudheath
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www.rudheath
admin@rudheath
Tel: 08852553



The Rudheath
Senior Academy



North West Academies Trust

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