



Recruitment Pack

Teaching Assistant St James School

September 2024

Closing Date: 21/06/24

Interview Date: TBC

**Ted
Wragg** TRUST

Ted Wragg Trust



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



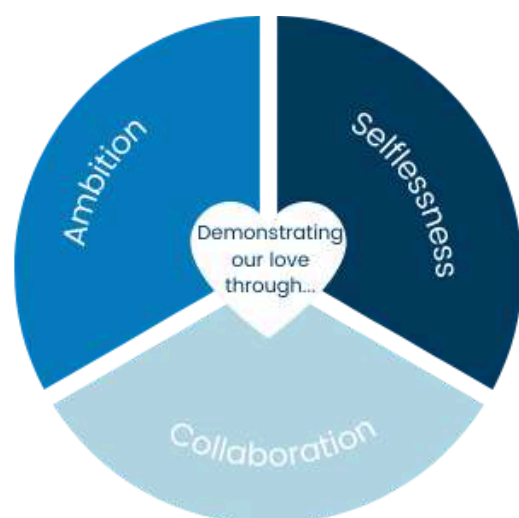
**Welcome from the Ted Wragg Trust
CEO, Moira Marder**



On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working with us. The Ted Wragg Trust (TWT) is an **ambitious** and **inclusive** Trust of schools **strengthening our communities** through **excellent education**. Our values driven, rapidly growing 2-18 Trust has the highest expectations for every child, every day, with social justice at our core.

This is a hugely exciting time for us as a growing Trust who work closely with other local schools and Trusts across Devon.

Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- be **brave**

Ambition

- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build strong **relationships**
- be **stronger together**

How will we succeed?





St James School

We value kindness and work to be kind in all our interactions and engender the same in our students.

We are looking to appoint a terrific support member of staff to join our team as a Teaching Assistant. It is an exciting role and a great opportunity for anyone who loves working with students to help them succeed.

The successful candidate will:

- work hard;
- be kind;
- be outward facing;
- be totally committed to improving the life chances of young people; and
- be a good human being.

St James is a school with an ambitious curriculum, disruption-free classrooms and great learning. Our mission is to empower our students to use their education to become their best selves, to thrive in fulfilling careers and to lead great lives.



The St James SEND Department

The SEND department at St James consists of 14 members of staff including 11 teaching assistants with a range of experience specialisms. The department has the use of two mentoring classrooms, a learning support base, sensory and courtyard area. We are a cohesive and supportive team with a strong drive towards narrowing the academic gap for our SEND students. Working across the Ted Wragg Multi Academy Trust we develop and deliver a number of specific interventions across KS3 and KS4. The SEND department also plays an active role in whole-school activities delivering a Homework and Breakfast Club along with other engagement activities.

A number of St James SEND students receive regular mentoring from either trained teaching assistants or a member of the Learning Support team. As well as mentoring, we also deliver specific interventions, such as additional numeracy, literacy, social skills, Lego therapy, ASD mentoring and life skills. All of the sessions are tailored to individual students' needs and aim to support them through KS3 and KS4 to become more successful learners and well-rounded individuals who are prepared for life after school. We have procedures in place to monitor the impact of these sessions, and we regularly use student voice to inform our planning.

Communication within the SEND team, between St James whole school staff and with parents/carers is a vital part of our day-to-day work, and it is important that everyone in our team understands the importance of clear, supportive and helpful communication. We also appreciate that SEND can add a layer of additional complexity to attending secondary school, so we strive to be as inclusive and supportive as possible towards students and parents/carers.

Staff within the team, work tirelessly to enable pupils achieve the best progress possible during their time at St James. We are looking to appoint somebody who will strive to do their very best for every student in our school.



Key Details

Job Title: Teaching Assistant

Location: Exeter, Devon

Salary: Grade B: £22,737 - £23,114 (Actual: £18,499.25 - £18,805.98)

Closing Date: Friday 21st June 2024

Interviews: TBC

Required From: September 2024

If you share our mission of providing an ambitious curriculum, disruption-free classrooms and great learning so that children can use their education to become their best selves, thrive in fulfilling careers and lead great lives, then we would love to hear from you.

How to apply

Applications can be made and further information is available via our website: www.stjamesexeter.co.uk or by email to recruitment@stjamesexeter.co.uk.

We would welcome visits to the school prior to applications. To arrange one, please contact HR by email recruitment@stjamesexeter.co.uk



Job Description

Key purpose of the role

Enable the Trust to realise its mission to 'Transform lives, strengthen communities and make the world a better place by supporting and assisting students to learn and flourish.

Your responsibilities

- Support students learning as directed by the teacher
- Support pupils' access to learning by working with the teacher to manage pupil behaviour, reporting difficulties as appropriate
- Attend to the welfare and personal care of pupils including those with special needs.
- Supervise and provide support for pupils in small groups or one-to-one
- Undertaking general administrative tasks for the teacher
- Under supervision contribute to the planning of pupil's work
- Assist with the supervision of pupils outside of lesson times, including before and after school and at lunchtimes
- Maintain an up-to-date knowledge of the procedures and processes for safeguarding the welfare of children and actively promote best practice

Grading criteria

- Support colleagues to familiarise themselves with their role
- Follow instructions and procedures which may occasionally need to be adapted to resolve routine problems
- Contacts will be straight forward
- Undertake work which is carried out within clearly defined rules or procedures.
- Make decisions which have limited or short-term effects on immediate colleagues, students or members of the community
- Work where tasks are interchanged but the program is not normally interrupted.
- Work requiring substantial physical effort with short periods of intense physical effort; or normal physical effort regularly in awkward postures.
- Work may be outside or inside but with exposure to moderate noise, heat or difficult conditions
- Potential risk to personal safety due to contact with clients
- Has practical skills in a specific area.



Person Specification

Qualifications

- Good numeracy and literacy skills with a GCSE (or equivalent) in English and Maths (grade 4 or above) Essential

Experience

- Experience of working with or caring for children Desirable

Key skills

- Excellent communication skills Essential
- The ability to relate well to children and adults Essential
- The ability to work effectively in a team, with a positive and collaborative manner Essential
- Able to fulfil all aspects of the role with confidence and fluency in English Essential
- Good Microsoft Office skills (Word, Excel and PowerPoint) Desirable

Values

- **Ambitious:** works hard, has the highest standards and is positive for the future. Essential
- **Selfless:** is self-aware and emotionally intelligent to be able to support self and others to thrive. Works selflessly to support the Trust's mission and strategic priorities. Essential
- **Collaborative:** builds strong relationships and networks. Essential

Job Evaluation

JE Job Number: TA2

JE Score: 252

Grade: B

Our model of teaching and learning has been informed by the **Great Teaching Toolkit** (2020) by Rob Coe et al, published by **Evidence Based Education**. The toolkit reviews existing research and frameworks in order to identify the 'best bets' that will increase student learning. We use the **WALKTHRU** series to ensure that we have a shared pedagogical understanding and practice.

Dimension	What does this look like at St James?
Lesson preparation: Understanding the content	<p>We have expert curriculum knowledge and sequence concepts in small steps and the connections students should make with previous knowledge.</p> <p>We use lesson preparation before we teach and plan for reading.</p> <p>In our preparation, we identify misconceptions and typical errors in each topic and plan for examples and non-examples.</p> <p>We prepare live modelling by writing model answers that solve the most difficult problems our students face.</p> <p>We prepare for giving an explanation, which might involve using analogies.</p> <p>We decide when and how we will check for understanding of the whole class and individuals.</p> <p>Using our seating plans, we anticipate where we may need to use adaptive teaching to meet the needs of all students.</p>
Disruption-free classrooms: Maximising opportunities to learn	<p>We maximise time by getting lessons started promptly. Students are greeted at the <i>threshold</i> for the first three minutes before the register. Students immediately start meaningful work with a <i>Do Now</i> activity.</p> <p>We consistently apply the <i>lesson expectations</i> by awarding merits and behaviour points.</p> <p>We expect students to fully engage in the lesson with no opt out and to silently <i>track the speaker</i>.</p> <p>To allow all students to concentrate, silence is golden.</p> <p>We have positive relationships with students which is reinforced by a <i>warm-strict</i> manner. We use positive framing to <i>narrate the room</i> to acknowledge where expectations are being met.</p> <p>There is an organised routine for ending lessons.</p>
Great Learning: Activating hard thinking	<p>Lessons begin with spaced retrieval practice through the <i>Do Now</i>.</p> <p>We introduce content by sharing the big picture, small picture and key learning ideas, threshold concepts and powerful knowledge with our students.</p> <p>We present new content through chunking and giving an explanation, considering cognitive load and link new content to prior knowledge. Our explanations include examples & non-examples as well as worked examples.</p> <p>We check for understanding by asking lots of questions, using techniques such as think, pair, share, show-me boards and cold calling. We correct misconceptions with <i>right is right</i>. Students are given feedback and encouraged to say it again better.</p> <p>We use live modelling, often using a visualiser.</p> <p>We get the learning to stick using the modelling handover: I do, We do, You do. We support students to move from guided practice to independent practice and we circulate with live marking and show call.</p>
Adaptive teaching: Creating a supportive environment	<p>Using whole-class feedback, we adapt our teaching.</p> <p>We provide scaffolding and support, including the use of <i>structure strips</i> and <i>writing frames</i>. Students who have been absent are supported through our attendance <i>marginal gains</i>.</p> <p>We support all students to be able to read aloud in lessons through whole-class reading routines and our <i>reading consistencies</i>.</p> <p>We circulate to spot and correct misconceptions.</p> <p>We work with teaching assistants in tandem to support some students' learning.</p> <p>Our planning is informed by a wide range of assessment data and SEND information, enabling us to aim high, plan support and teach to the top.</p>



Growing great people

Our aim is to be the greatest place to work in the South West. We know that to succeed in our mission, we must invest in and grow great people. Our comprehensive suite of development opportunities are available for everyone, whether you are just starting in your career or an experienced leader, there will be a development pathway to suit you.

Tim Rutherford – Deputy CEO

We know to be the greatest place to work we must welcome great people, retain great people and develop great people.

Click on the areas below to find out about our comprehensive benefits and development opportunities.



In our Trust, we are committed to nurturing a workplace where our employees feel that they belong. We believe that the culture of our trust thrives when individual differences are embraced so that everyone feels comfortable and confident in being who they are. This is supported through ensuring inclusivity in culture and equity in opportunities. We are committed to high quality and reflective employment practice so that we attract, retain and grow employees from diverse backgrounds and communities.

Our Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.



Our Partnerships: Our ongoing partnerships with the following organisations creates opportunities in our Trust to access development and wider networks with some of the best schools, Trusts and leaders across the country.

Dixons Academies Trust – A well-established multi-academy trust of 15 schools serving the communities of West Yorkshire and the North West whose mission is to lead educational improvement in the region through high performing academies which value diversity and maximise student achievement.



Cabot Learning Federation – A multi-academy trust of over twenty academies serving communities in the South West of England. Valuing collaboration and ambition, the Trust works to accelerate school improvement and embed excellence in their academies.



Reach Academy Feltham – Reach believe in the power of all through, cradle to career, education, focusing on providing seamless transition from their nursery through to their Sixth Form.





Recruitment Pack

Thank you for your interest!

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