



Teaching Assistant
Tollgate Primary School

ABOUT THE BOLEYN TRUST

The Boleyn Trust has eight large multicultural Primary Schools in the London Boroughs of Newham and Tower Hamlets. Established in 2017, the schools are highly successful and in the top 3% of schools nationally for pupil progress.

The Boleyn Trust wants to promote the entitlement and life chances of pupils in disadvantaged communities. We are passionate about high expectations and outcomes for all our pupils. Our schools have strong capacity to support other neighbourhood schools in challenging circumstances.

We believe that all our schools should retain their own independence and be at the centre of their communities. Our schools have their own ethos, independence and substantive Headteacher supported by the strengths of the Trust.

Within our trust, we have a Teaching School Hub which is one of 87 Teaching School Hubs designated by the Department for Education serving all 238 schools across Barking and Dagenham, Havering, and Newham.

We have an underlying sense of pride in who we are and what we do, and our inclusive culture gives rise to a unique diversity of thinking, which is critical to our success and helps maintain our position as a true education leader in England.

OUR CORE VALUES

Inclusivity

The Boleyn Trust is for all children. We recognise that some children face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical, or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome barriers to learning so that they can thrive.

Promoting social mobility

This is a fundamental driver for The Boleyn Trust. Although we recognise that each school's context and history inform our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach requires an explicit commitment to improving social mobility for all children. To do this, we insist on:

- > High standards of educational achievement.
- > High standards of social skills and interpersonal skills.
- > High standards of communication skills.
- > High standards of critical thinking, problem solving and creativity; and
- > Understanding of society, economy, environment and an appreciation of contribution and participation.

Serving our local communities

Through working this way, we aim to:

- > To raise aspiration and ambition for all learners.
- > To raise attainment for all pupils in disadvantaged communities.
- > To ensure our schools reflect the community they serve.
- > The curriculum is bespoke to the needs of all our learners.
- > To provide an oasis of opportunity and experience in our schools to raise aspiration and ambition.
- > To place diversity and inclusion at the heart of all our schools.

This is underpinned by our Founding Principles:

- > A commitment to a culture of lifelong learning for all.
- > A relentless pursuit of excellence in all aspects of school life.
- > A sequenced curriculum that builds on previous learning. This reflects the school's community and promotes strong personal development and enrichment opportunities.
- > Strong emotional, therapeutic, and pastoral care for all young people.
- > Robust systems for monitoring important areas of school life such as health and safety, safeguarding and the quality of teaching and learning.
- > Successful partnerships with parents, community groups and external agencies.

A MESSAGE FROM THE HEADTEACHER

We are an Outstanding school with the highest expectations and aspirations for all our pupils. Tollgate is a happy and exciting learning community that nurtures all students to achieve to be the best they can be.

The learning environment celebrates and reflects the high emphasis we place on the creative arts, sciences, and sports to enrich the learning experience. Our annual Science fair winners can be seen on our website.

We aim to reflect the diversity of the community we serve through strong and powerful community cohesion with high parental involvement. Across the school in a celebration of our community we hold international evenings at least twice a year. We have established links with sister schools in France, India, and Uganda. We also promote an understanding of citizenship and British values through school visits to central London, rural and coastal areas.

We work with local theatre groups of professional actors to perform both classical and modern drama including our annual Shakespeare festival and termly music recitals for the whole community.

All of our children are encouraged to learn a musical instrument. We currently have developed our school steel pan band which will be performing throughout the summer at events across the borough. Our annual music festival in June showcases some of our talented children.

We encourage parental involvement in our learning through parent workshops that reflect the needs of all pupils and parents from e-safety to phonics and healthy eating.

We offer a large selection of after school clubs including booster and one to one tuition to ensure that all children meet their full potential.

Emma O'Connor | Headteacher

ROLE OVERVIEW

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| Grade/Range: | London Borough of Newham: Scale 3 Point 5 |
| Working Pattern: | Full-time, 32.5 hours per week, term-time only. |
| Responsible to: | Headteacher |
| Location: | Tollgate Primary School, Barclay Road, London E13 8SA |

We are looking to recruit a Teaching Assistant to work alongside the class teachers to support the education and welfare of pupils and have due regard to the school's aim, objectives, schemes of work and policies and relevant national requirements. The Teaching Assistant will support pupils of all abilities, including those with SEND and/or ASD, following guidance and direction from the school to help every child engage and make progress.

Reporting to the Early Years Group Leader in the first instance.

The principal key tasks and accountabilities are as follows:

Curriculum and Assessment

- > To take every opportunity to develop pupils' language, reading, numeracy and related skills as directed by class teachers.
- > To assist in recording systematically the progress of individual pupils in accordance with school procedures and reporting to class teachers.
- > To monitor pupils' performance and report to the teacher.
- > To assist in using results in further support work with pupils.
- > To give oral and written feedback to pupils on their attainment and progress to promote further progress,

Learning Strategies

- > To work with teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty.
- > To support clearly set out expectations of pupil behaviour and assist in securing appropriate standards of behaviour.
- > To help to create and maintain a purposeful, orderly and supportive environment for pupils' learning, encouraging inclusion of pupils with special educational needs and ensuring that all pupils are able to use equipment and materials provided.
- > To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.
- > To maintain pupils' interest and motivation by presenting learning tasks in a clear and stimulating manner.

Others

- > 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
- > Be aware of and support difference and ensure equal opportunities for all
- > Contribute to the overall ethos/work/aims of the school
- > Appreciate and support the role of other professionals
- > Attend and participate in relevant meetings as required
- > Participate in training and other learning activities and performance development as required

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to 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 (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

CANDIDATE PROFILE

All requirements listed in this specification must be (a) essential to the post and (b) assessable within the selection process.

| | REQUIREMENT | METHOD OF ASSESSMENT |
|-----|---|--|
| 1. | Experience of supporting the educational learning of pupils, preferably in Early Years- but able to support in all year groups. | Application Form |
| 2. | Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers Good reading, writing and numeracy Skills | Practical Assessment/ Written Task Interview (speaking & listening) |
| 3. | Educated to Level 6: B.A (Hons) degree) and GCSE level (or equivalent) with English and Maths at grades A*-C (9-4) | Application form/ Qualifications |
| 4. | Demonstrate an understanding of the place of the school in educating primary pupils and in promoting the spiritual, moral social and cultural development of pupils from a multicultural community. | Application form/Interview |
| 5. | Demonstrate an understanding of the role of the teaching assistant. | Application form/Interview |
| 6. | Demonstrate an understanding of their own role in relation to teaching assistants, teachers, other support staff and agencies and pupils. | Application form/Interview |
| 7. | Demonstrate knowledge and basic understanding of the primary curriculum at a level that will assist effective learning of numeracy and literacy skills. | Application form/Interview |
| 8. | Use knowledge and understanding in supporting work with teachers and pupils and in helping to assess their progress in numeracy and literacy skills. | Application form/Interview |
| 9. | Show awareness of how pupils learn and of the various factors that affect the process. | Application form/Interview |
| 10. | Demonstrate an understanding of the approaches needed to support the learning of various groups of pupils, including bilingual English learners and pupils with special educational needs. | Application form/Interview |
| 11. | Demonstrate an understanding of strategies needed to support the learning of pupils with emotional and behaviour disorders to enable them to flourish and learn. | Application form/Interview |

THE APPLICATION AND RECRUITMENT PROCESS

Start date : To be confirmed

The candidate(s) selected for interview will be informed after shortlisting and full details of the interview program will be provided.

For an informal discussion, please contact the Headteacher on 0207 476 1848 or recruitment@tollgate.theboleytrust.org.

Thank you for your interest in the Boleyn Trust and Tollgate Primary School. We look forward to receiving your application.

SAFEGUARDING, SAFER RECRUITMENT & DATA PROTECTION

We are committed to safeguarding and promoting the welfare of children, and the expectation is that all staff will share this commitment. Therefore, successful applicants will be required to undertake an enhanced DBS check with barred list check (child) via the Disclosure and Barring Service (DBS) if engaged in regulated activity. We have a suite of safeguarding procedures, policies, and guidance for all of our staff and volunteers to ensure we actively promote children and young people's welfare and safety.

We are also committed to equality of opportunity in employment, and it is our policy to promote equal opportunities in employment, regardless of race, colour, nationality, ethnic or national origin, creed, disability, sex, age, marital status, or sexual orientation. This applies to recruitment and selection practices, training, and promotion and in the application of national and local agreements in respect of pay and conditions of service.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our Privacy Notice for Job Applicants. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

EQUALITY, DIVERSITY, AND INCLUSION

The Boleyn Trust is an equal opportunities employer and welcomes applications from all suitably qualified candidates.

We value the diversity of our staff and students, and everyone at the Boleyn Trust is equally valued and respected. We aim to be an inclusive employer that reflects the communities we serve. We are committed to providing a fair, equitable and mutually supportive learning and working environment.

We are committed to encouraging and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our young people.

Our work will impact many generations to come, and our staff come from all backgrounds and walks of life, coming together to inspire young minds. We promote an inclusive culture that embraces the valuable and enriching contribution that all of our community make. We continue to be proactive in uplifting and supporting all voices at Boleyn.

OUR BENEFITS

We understand that our staff are our most important resource. We are committed to recruiting the very best support staff, teachers, and leaders to support and nurture our children, families, and communities. Once these inspiring members of staff join us, we invest in their career and development so that we can retain the very best leaders, teachers and support staff in our schools and central teams, or the profession as a whole.

This investment includes:

- > All staff to receive 3 wellbeing days each academic year.
- > All schools get a 2-week October half-term.
- > Funding training for specialist roles that meet our organisational aims and objectives, including Data Protection Champions, and Wellbeing Champions.
- > Valuing the importance of good industrial relations and we are proud to have great working relationship with Trade Union colleagues.
- > Facilitating voluntary secondment opportunities for staff to transfer to other settings within and outside of the Trust, to further develop skills and experience.
- > Providing internal vacancies to give staff clear opportunities for promotion, while maintaining continuous service; Excellent opportunities for continuous professional development and support to progress your career.
- > Pension scheme (Teachers' Pension Scheme or Local Government Pension Scheme) with generous employer contribution.
- > Generous annual leave plus bank holidays (for non-term time only staff).
- > Employee Assistance Programme for free and confidential advice.
- > Interest-free season ticket and parking permit loans.
- > Giving pay awards in line with national recommendations and, at times, above national recommendations to recognise the hard work of both teaching and support staff.