# Wood Green School

## Candidate Information Pack

**Teaching Assistant**

**Details of the Post**

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| **Job Title:** | Teaching Assistant |
| **Start date:** | ASAP |
| **Closing date for application:** | 17th November 2021 |
| **Interview Date:** | As applications are received |

**WELCOME – *Headteacher***

Dear Prospective Candidate

Thank you for your interest in our post. Wood Green School is an oversubscribed 11-18 Academy school serving the town of Witney and surrounding villages.

This is a very exciting time for Wood Green. To achieve our core purpose 'Excellence for All', we are developing our Baccalaureate that celebrates and encourages everything that a school should develop in young people: engagement in all subjects, learning skills such as research and communication and personal skills such as thoughtfulness for others. We believe strongly in a culture of mutual respect and strong relationships, demonstrated in our Behaviour Policy built on restorative principles. Everything is underpinned by our LearnWELL values. Our strong reputation and results improving year-on-year have led to a rapid rise in student applications.

Wood Green School is part of the Acer Multi-Academy Trust. The Acer Trust has been co-founded by four schools: Wood Green School, Chalgrove Primary School, Icknield Community College and Matthew Arnold School.

All four schools have strong track records of high performance or rapid improvement and share similar values. This partnership adds real benefit to Wood Green School, especially opportunities for staff development. The key values of the Acer Trust are: Trust, Collaboration and Opportunity.

Wood Green has developed several innovative external partnerships, for example with Nuffield Health for Wellbeing, Oxford University for teacher development and student access to university and with the National Baccalaureate Trust. These all bring great opportunities for students, and also for staff development. I believe that investing in staff is crucial to achieving Excellence for All. At Wood Green, we provide a comprehensive programme of staff development, sharing best practice in-school and giving staff the opportunity to work with other schools through our local and national partnerships. All teaching staff have the opportunity to undertake the OLEVI Teacher Programmes, to carry out action research with Oxford University and to work with coaches in school. Our work with Nuffield Health considers staff as well as student wellbeing.

Our SEND (Special Education Needs and Disabilities) department is a strong team that works tirelessly to remove the barriers to learning for students on the SEND register. Comprising currently 3 Higher Level Teaching Assistants (HLTAs) and 9 Teaching Assistants (TAs), staff support students in lessons, in small groups and in 1:1 interventions (literacy and numeracy programmes etc.) to ensure that students with SEND considerations are not disproportionally disadvantaged in their school experience. Key to this is fostering positive and supportive relationships with our students so that they feel safe in the learning environments at Wood Green School.

When you make an application, please include a covering letter as well as the Acer Trust Application Form. Your letter should be no longer than two sides of A4 in a minimum of 11point font, and should include comments on your experience and qualities which you feel are of particular relevance to the job description and person specification.

You can add any further information about yourself in the section of the form 'Relevant Skills and Experience'. It would be helpful to include email addresses for your referees, and to advise them that we will be requesting references within a tight timescale.

Your letter and application form should be submitted either by email to vacancies@wgswitney.org.uk or by post. Postal applications will be acknowledged if a stamped addressed envelope is enclosed.

If you would like to learn more about the post, please contact Alyson Nobes, HR Administrator, at A.Nobes@wgswitney.org.uk who will arrange for you to speak with a member of the SEN department. Alternatively, please email Alison Turton at a.turton@wgswitney.org.uk , who is SENDCo.

Wood Green School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Enhanced DBS clearance is required for appointment to this post.

I hope the information about this post inspires you to apply to Wood Green School; I look forward to hearing from you.

Yours sincerely

**Rob Shadbolt**

Headteacher

## Our Vision and Values

The vision for our school is clear: a school which encourages learning and personal development, which celebrates effort as well as success and which requires everyone to contribute to our community.

We expect all staff and parents to have belief in every child and to ensure that the support we provide is exceptional for everyone, just as we would want for our own child. Everything in our school is linked to our LEARN WELL values:

**LEARNING**

**EFFORT**

**ASPIRATION**

**RESPECT**

**NUTURE**

**WELLBEING**

## Department Information

Wood Green School has a full range of special needs students on its site. The majority of these are educated within the mainstream provision of the school.

### General Provision

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and their personal development.

- All teaching staff teach students with SEND. Training for staff is provided as part of the staff development programme and there may be additional training provided to meet the specific needs of an individual student;
- Differentiated resources are used to ensure access to the curriculum.
- Staff are kept well informed about the strategies that are needed to manage a student's needs effectively, and other students are encouraged to understand and respond with sensitivity.
- Support for students is provided, but young people are encouraged to be as independent as possible within a safe and caring environment.
- The school can provide access for wheelchairs, there are power assisted doors and access to a disabled toilet and washing area.
- The school can access support from the LA and other agencies as required.

### Partnership with Parents/Carers

Wood Green School values effective liaison and communication with parents and carers. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Liaison with parents takes place in the following ways:

- The SENDCo is present at all parents' evenings;
- Parents and carers are invited to attend all review meetings;

- Parents/carers receive copies of review reports;
- Ongoing informal communications about individual students.
- Parents are always welcome to visit the school to discuss any concerns about their child with the class teacher at a mutually agreed time.

**Student Voice**

Once students have been identified as having a special educational need, they are consulted about their needs. Students are encouraged to participate in all decision-making processes, including the setting of learning targets and transition. Students are encouraged to attend all or part of their review meetings.

**Teaching and Learning**

Once students have been identified as having a special educational need a Student Profile is produced in collaboration with the SENDCo, student and parent/carer, which is then shared with class teachers.

Support may include:

- In class support to enable students with identified special educational needs to have access to the curriculum and to increase their performance level in the supported subject;
- Specific interventions – these target different areas of needs, for example, literacy, numeracy and social skills development;
- Tutorial support – students may receive additional support with class, homework, spelling or organisation.
- Individual Programmes - specific interventions, such as Fresh Start, LEXIA and Reading and Thinking are offered on an individual basis to meet specific identified needs.
- Targeted support for specific issues, such as self-esteem, anxiety, anger management etc.

**Links with External Agencies**

External agencies play an important part in supporting the school to identify, assess and make provision for students with special educational needs.

The school works closely, when appropriate, with the school Educational Psychologist, Attendance and Engagement team and other external agencies. In addition, the school seeks advice and input from specialist advisory teaching services, such as Communication and Interaction and other health, social services and voluntary agencies when appropriate.

**Staff Development and Appraisal**

Wood Green School has a strong commitment to gaining expertise in the area of Special Educational Needs and provides ongoing training and support for colleagues:

- Whole staff training sessions as part of a planned programme or in response to specific need;
- Regular training sessions for TAs and Specialist HLTAs:
- Members of the team attend partnership and LA network and training events;
- Newly appointed and newly qualified staff meet the SENDCo to discuss SEND procedures and to share best practice as part of their induction.

All staff are expected to have a target for their appraisal relating to the programme of vulnerable learners.

**Job Description**

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| **Job Title** | Teaching Assistant Grade 4 |
| **Name of Postholder:** | |
| **Date of Review of this Job Description** | March 2021 |
| **Grade/Rate of Pay/Salary** | Grade 4 up to £12,013 a year |
| **Establishment** | Wood Green School |
| **Location** | Woodstock Road, Witney, OX28 1EB |
| **Post responsible to** | SENCO |
| **Working Time/Conditions** | 28 hours per week |
| **Purpose of Post** | *Support the learning of SEND students in lessons so they can become independent learners and achieve their full potential.* |
| **Key responsibilities** | 1. Support the learning of SEND students in lessons and the learning of Achievement Centre students.<br>2. Working with SEND and underachieving students<br>3. Working with colleagues across the school<br>4. Reviewing progress of SEND students<br>5. Meet the professional standards of this post and of Wood Green School |

**General Duties**

As a member of staff the postholder will:

- Follow all school policies and procedures
- Uphold the Code of Conduct for staff
- Safeguard and promote the welfare of all young people he/she is responsible for or comes into contact within the school.
- Engage in relevant continuous professional development opportunities and performance management arrangements

**Responsibilities and Accountabilities**

1. Support the learning of SEND students in lessons and within the Achievement Centre.

a) Supervise and provide specific learning support for pupils, including those with special needs, ensuring their safety and access to learning activities.

b) Assist and support the work of qualified teachers with individual pupils and small groups of students so they make expected levels of progress.

c) Assist with the development and implementation of student profiles and Personal Care programmes.

d) Establish constructive relationships with pupils and interact with them according to individual needs.

e) Promote the inclusion and acceptance of all pupils.

f) Encourage pupils to interact with others and engage in activities led by the teacher.

g) Set challenging and demanding expectations and promote self-esteem and independence.

h) Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
i) Work with other professionals, such as SEND specialist teams, when necessary.

2. Working with SEND and underachieving students
a) Develop an understanding of the special educational needs of the pupils concerned.
b) Take into account a pupil's SEND and ensure that their access to the lesson and its content through appropriate clarification, explanations, equipment and materials.
c) Build and maintain successful relationships with pupils, treat them consistently, with respect and consideration.
d) Reinforce the learning of students with SEND across the school.
e) Model good practice and set high expectations.
f) Support the SEND department with its supervision of SEND pupils.

3. Working with colleagues across the school
a) Plan and arrange meetings with classroom teachers to contribute to planning lessons / activities.
b) Prepare materials and resources.
c) Support classroom teachers with planning differentiated activities for identified groups.
d) Attend weekly SEND team meetings.

4. Reviewing progress of SEND students
a) Monitor the performance of SEND students across the curriculum by supporting tracking systems and providing reports for the SEND team.
b) Help develop and implement student profiles.
c) Adapt interventions and plans to ensure no SEND students fall behind.
d) Help SEND students understand what they need to do to make further progress.

5. Professional standards
a) Support the aims and ethos of the school.
b) Undertake professional duties that may be reasonably assigned, for example, to collect information for Annual Reviews.
c) To support implementation of school policies and procedures, including those relating to confidentiality and behaviour.
d) To identify personal training needs and to attend appropriate internal and external in-service training.
e) Bi-annual formal review of performance with the SENCO.

**In addition, the Headteacher may assign reasonable additional or alternative duties at any time as the needs of the school change.**

**Health and Safety**

- To have due regard for health and safety in the workplace
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy
- Co-operate with health and safety requirements
- Report all known defects
- Use, but do not misuse anything provided for your health, safety and welfare
- Do not undertake unsafe acts
- Inform Head of Establishment of any 'Near-Misses'
- Be familiar with the emergency action plans for fire, first aid and security issues
- Undertake specific designated duties regarding emergency evacuation
- Raise health and safety and environmental issues with students

**Organisational effectiveness**

- Any task which is appropriate to the post level in order to maintain/enhance organisational effectiveness which may include redeployment to other departments – to include cover for absent colleagues and/or relocation to areas of need

**Responsibilities and Accountabilities**

**Child Protection**

Wood Green School is committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.

**Standards and Quality Assurance**

- Support the aims and ethos of the school as identified in the staff handbook
- Promote and model good relationships with pupils, colleagues, parents and visitors
- Set a good example in terms of dress, punctuality and attendance.
- Participate in training and take a lead in own professional development
- Participate in the School's staff appraisal process

**Notes**

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- 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.

**Key Attributes - Person Specification**

| | **Attributes / Experience** | **Essential** | **Desirable** | **Evidence** |
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| 1 | Experience working with children of relevant age in a learning environment. | √ | | Letter of application |
| 2 | Working in a school environment. | | √ | Letter of application |
| 3 | Level 2 qualification in English and Mathematics. | √ | | Letter of application; interview |
| 4 | Functional ICT skills. | √ | | Letter of application; interview |
| 5 | Ability to learn new and relevant skills. | √ | | Interview |
| 6 | Effective interpersonal skills. | √ | | Interview |
| 7 | Full working knowledge of relevant polices/codes of practice/legislation. | √ | | Interview |
| 8 | Good understanding of child development and learning processes. | √ | | Interview |
| 9 | Understanding of statutory frameworks relating to SEND. | | √ | Interview |

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| 10 | Training in relevant learning strategies e.g. literacy. | | √ | Letter of application; interview |
| 11 | Ability to relate well to children and adults | √ | | Interview |
| 12 | Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | √ | | Interview |
| 13 | Commitment, enthusiasm and energy. | √ | | Interview |
| 14 | Willingness to be involved in the wider life of the school community. | √ | | Interview |

We are not looking for the impossible! If you think that you have at least some of these attributes, we would very much like to hear from you.

Appointment will be subject to enhanced DBS check, qualifications and experience checks and satisfactory references.

Drama Production of Beauty and the Beast - 2019


Wood Green School

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