



**BURTON  
BOROUGH  
SCHOOL**

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# Candidate Information Pack

## Teaching Assistant

**Required: September 2023**

**Closing Date: Sunday 4<sup>th</sup> June at 5pm**

**Interview Date: Wednesday 7<sup>th</sup> June**



# 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



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# 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”

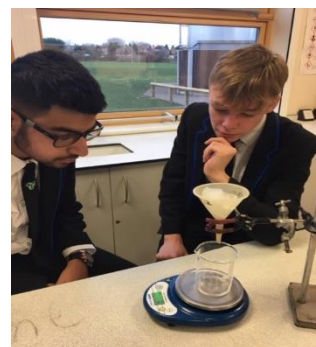
As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. To achieve this, we ensure that we continually adapt our practice and engage with research. This is an exciting time to join the school if you are someone who embraces 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
<ul style="list-style-type: none"><li>To work under the instruction/guidance to undertake work /care /support programmes, to enable access to learning for either a specific student or an identified group of students.</li></ul>
Major Tasks
<p><b>SUPPORT FOR STUDENTS</b></p> <ul style="list-style-type: none"><li>Supervise and provide particular support for pupils ensuring their safety and access to learning activities.</li><li>Establish constructive relationships with pupils and interact with them according to individual needs.</li><li>Encourage pupils to interact with others and engage in activities led by the teacher.</li><li>Set challenging and demanding expectations and promote self-esteem and independence.</li><li>Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.</li><li></li></ul> <p><b>SUPPORT FOR TEACHERS</b></p> <ul style="list-style-type: none"><li>Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.</li><li>Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.</li><li>Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.</li><li>Provide detailed and regular feedback to teachers and to SENCO on pupil's achievement, progress, problems etc.</li><li>Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.</li><li>Establish constructive relationships with parents/carers.</li><li>Administer routine tests and invigilate exams and undertake routine marking of pupils' work under the guidance of the teacher.</li><li>Provide clerical/admin support e.g. photocopying, typing, filing, etc.</li></ul> <p><b>SUPPORT FOR THE CURRICULUM</b></p> <ul style="list-style-type: none"><li>Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.</li><li>Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.</li><li>Support the use of ICT in learning activities and develop pupils' competence and independence in its use.</li><li>Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.</li></ul>
Contacts & Relationships
<ul style="list-style-type: none"><li>With students – daily</li><li>With students' parents/carers – as required linked to incidents, complaints etc.</li><li>With professionals linked to students – as required dependant on need/care plans etc.</li><li>With visitors, or other external bodies – as required</li><li>With staff within school - daily</li><li>Establish constructive relationships and communicate with other agencies / professionals</li></ul>
Creativity
<ul style="list-style-type: none"><li>Within an agreed system of supervision, assist with the delivery of challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate.</li></ul>

- Monitor and evaluate student responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required on achievement, progress and other matters.
- Record progress and achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment.
- Work within an established behaviour policy to anticipate and manage behaviour constructively, promoting self-control and independence.
- Administer and assess/mark tests and invigilate exams/tests.

### **Decisions**

- To assist with the delivery of local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of pupils' skills.
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- 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**

- Liaise between managers/teaching staff and teaching assistants.
- Take part in team meetings and other appropriate meetings.

### **Supervision Received**

- The post holder will be directed by the Head of Department/Teacher on a daily basis 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**

- 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**

- Organise and manage appropriate learning environment and resources.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds.
- Advise on appropriate deployment and use of specialist aid/resources/equipment.
- The post holder may have access to sensitive and detailed information concerning a student and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.

### **Impact**

- 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

- 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

- 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.
- 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

- 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

The post holder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The post holder will be expected to participate in training and other learning activities and performance development as required.

The post holder will be expected to actively follow Telford & Wrekin Council policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The post holder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

The school is committed to safeguarding and promoting the welfare of children and young people by having a child centred approach and expects all staff and volunteers to share this commitment.

## Person Specification

Criteria	Standard
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good numeracy/literacy skills</li> <li>• Completion of DfES Teacher Assistant Induction Programme</li> <li>• NVQ 2 for Teaching Assistants or equivalent qualifications or experience</li> <li>• Training in the relevant learning strategies e.g. literacy</li> <li>• First aid training/training as appropriate</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with or caring for children of relevant age</li> <li>• Previous experience in a learning support environment would be desirable</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Can use ICT effectively to support learning</li> <li>• Full working knowledge of relevant policies/codes of practice/legislation</li> <li>• Understanding of statutory frameworks relating to teaching</li> <li>• Constantly improve own practice/knowledge through self-evaluation and learning from others</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Good numerical skills to undertake a variety of tasks, e.g. maintaining accounts for schools activities, producing financial reports</li> <li>• Good literacy skills to undertake a variety of tasks, e.g. minute taking, maintaining diary(ies) producing correspondence</li> <li>• Able to relate well to children and adults, often on behalf of the SENDCo, e.g. dealing with visitors, passing information / messages to other staff, dealing with sick children, providing advice</li> <li>• Able to demonstrate sensitivity and tact particularly when dealing with the more sensitive issues</li> <li>• Able to maintain confidentiality</li> <li>• Able to deal with more complex queries and know when to refer to more senior staff</li> <li>• Ability to relate well to children and adults</li> <li>• Able to work constructively as part of a team and to understand school roles and responsibilities and own position within these</li> <li>• Able to self-evaluate learning needs and actively seek learning opportunities</li> </ul>
<b>Personal style &amp; behaviours</b>	<ul style="list-style-type: none"> <li>• Customer focused</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener</li> <li>• Takes responsibility and accountability</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> <li>• Demonstrates a "can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations</li> <li>• Is committed to the provision and improvement of quality service provision</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive</li> <li>• Has the ability to learn from experiences and challenges</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas,</li> </ul>



	seeking new opportunities and challenges, open to ideas and developing new skills.
<b>Fluency Duty</b>	<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>

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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

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.

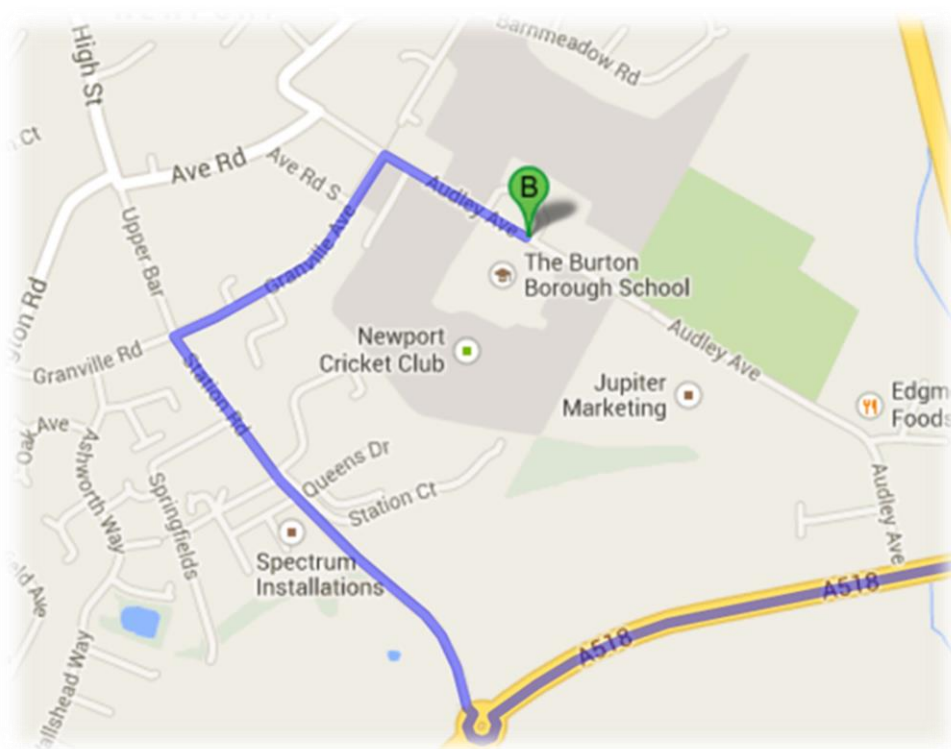
To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject 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

