

**TA Application**

**Pack**

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# Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven’t previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

**Sir Steve Lancashire**

**Chief Executive, REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

# The application

You are invited to submit an application form to **Nicola Creed, School Business Manager, by email - sbm@brampton.bexley.sch.uk**

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](https://forms.office.com/Pages/ResponsePage.aspx?id=EGorfMwEtEi30d9QFOXXNJ4DEcgd411KhzIQrNunT_hUMlJXTkhNVlE0SlhKV0FWTEk2Wkw1TTUwRS4u) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Nicola Creed as above.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | 5th June 2022 |
| **School visits:** | By appointment only |
| **Interviews:** | TBC |
| **Start date:** | ASAP |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit 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 after six months from notifying unsuccessful candidates, 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 details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

# Job Description - TA

Job summary: To support the inclusion of all pupils’ learning in and across school

Hours: 35/week, term time only

Responsible to: Class Teacher

Liaison with: Deputy Headteacher – Inclusion

Deputy Headteacher – Teaching, Learning and Assessment

Class Teachers

Senior Leaders

Professional staff involved with the education and welfare of children

Parents and Carers

**Main Purpose of Job**

1. To work under the guidance of the class teacher to support teaching and learning in the classroom;
2. To provide general support to the class teacher in the management and organisation of the pupils and the classroom;
3. To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment;
4. To promote the inclusion of all pupils ensuring they have equal access to opportunities to learn and develop;
5. To be responsible for promoting and safeguarding the welfare of children and young people within the school.

**Main Responsibilities**

**Support for the pupils/families**

* To deliver learning activities under the direction of the class teacher;
* Work closely with the class teacher to contribute to the good management of pupil behaviour and encourage good attitudes to learning;
* To provide feedback to pupils in relation to progress and achievement;
* To establish and develop productive working relationships with pupils acting as a good role model and developing 1:1 mentoring arrangements and, where relevant, provide support for distressed pupils;
* To work with pupils, motivating and encouraging them to develop and achieve. To support children to be independent learners with good social skills;
* To provide support for pupils to broaden and enrich their learning;
* To work with the DHT-Inclusion and other teachers/agencies to develop and implement provision maps, behaviour mentoring plans, care plans and support plans;
* To promote the inclusion and acceptance of all pupils within the classroom. Encourage pupils to interact and work co-operatively with others and engage in all activities;
* To assist the teacher in developing the reading skills of individual children/groups and complete reading records as directed by the class teacher;
* To be responsible for the learning of children in 1:1 and small group situations;
* To support children with identified disabilities or special educational needs;
* To support children in mixed ability groupings ensuring that they understand tasks and learning objectives.

**Support for the Teachers**

* Within an agreed system of supervision, to work with the teacher to develop lessons, work plans and the classroom environment;
* Within an agreed system of supervision to provide cover for PPA time/short periods of teacher absence;
* To assess and feedback, including marking, and record the achievements and progress of pupils through agreed monitoring systems;
* To establish and maintain professional, constructive relationships with parents/carers by:

- supporting their role in pupils’ learning;

- providing constructive feedback on pupils progress and achievements;

- facilitating their support for their child’s attendance;

- support home-school/community links.

* To develop and implement behaviour management strategies in consultations with the teacher. To be proactive in managing behaviour and promote self-control, independence and integration;
* To support pupil transitions and attend parents/carers’ evenings as appropriate;
* To accompany teachers and classes on educational visits.
* To work with the teacher to create and maintain a purposeful, orderly and supportive learning environment. To work with the class teacher in being responsible for the management of classroom resources, the replenishment of materials, setting up the classroom and ensuring the safety of the teaching environment;
* To work with the class teacher to complete administration tasks and prepare displays;
* To keep up-to-date with developments in the teaching assistant field through reading, networking and attendance at relevant training

**Support for the School**

* To contribute to the overall aims and vision of the school, appreciate and support the roles of other members of the school work team;
* To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person;
* To contribute to overall ethos/work/aims of the school;
* To attend and participate in meetings, training and other activities as required;
* To take part in the school’s performance management framework and participate in any training and development;
* To assist in the general care of the school environment;
* To assist with children at the beginning and end of the day and in the playground as required;
* Within an agreed system of supervision, to facilitate learning during short periods of teacher absence for planned meetings.

**Support for the Curriculum**

* To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities;
* Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary;
* To be responsible for management of classroom stock levels;
* To use and prepare resources necessary to support learning activities, taking into account pupil’s interests, language and cultural backgrounds.

**Job Description: Teaching Assistants with additional responsibility to lead Lunchtime Activities, incl. supervisory duties**

In addition to the Main Purpose and Main Responsibilities:

**Lead Lunchtime Activities**

General duties include:

* To supervise lunchtime session, modelling high expectations around eating and table manners
* To lead and manage lunchtime activities for the children;
* To plan objectives, prepare resources and structure the activity;
* To use own initiative to plan activities that broaden and enrich children’s learning;
* To be responsible for the children during the lunchtime activity.

**Job Description: Teaching Assistant with additional Specialism**

In addition to the Main Purpose and Main Responsibilities:

**EAL Specialism**

Within an agreed system of supervision to:

Apply EAL expertise in the classroom and model/ develop good practice with colleagues.

General duties include:

* To take a lead role, working closely with the DHT - Inclusion/EAL Leader/EAL Co-ordinator, developing specialist knowledge and understanding and sharing good practice with all relevant colleagues;
* To have knowledge and understanding of the process of second language acquisition/ learning and bilingualism and strategies for learning EAL in the curriculum;
* To assist in the administration and induction of a child new to English, and the school;
* To provide targeted support for individual pupils and small groups of EAL learners at the early stages of learning English to develop language fluency and learning;
* To work in close partnership with the class teacher and the EAL team;
* To have a full understanding of the particular learning needs taking account of prior education/ learning experiences;
* To keep up-to-date with developments in the EAL field through reading, networking and attendance at relevant training.

**Job Description: Teaching Assistant with additional Specialism**

In addition to the Main Purpose and Main Responsibilities:

**SEN/D Specialism**

Within an agreed system of supervision:

To apply your SEN/D expertise in the classroom and model/develop good practice with colleagues.

General duties include:

* To take a lead role, working closely with the DHT - Inclusion developing specialist knowledge and understanding and sharing good practice with all relevant colleagues;
* To assist in the supporting the learning plus the care and welfare of a child with special education needs;
* To provide 1-1 supervision where needed, support and guidance for a child with complex special education needs and to develop their learning abilities;
* To have a full understanding of the particular needs of the child and how they learn and apply this to the support given for their learning;
* To liaise with parents/carers when directed.

This Job Description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or duties contained may vary or be amended for time to time without changing the level of responsibility associated with the post.

**Person Specification for Teaching Assistant**

**Qualifications**

* A good level of spoken and written English and Maths (comparable to GCSE) is essential.
* Qualifications applicable to supporting learning in a primary school are desirable.

**Experience, Knowledge and Understanding**

* Have experience and knowledge in supporting primary age children in a class or small group situations.
* Understand the relationship between complimentary support and building children’s self-esteem
* Have a basic understanding of data and how it can be used to support learning
* Have experience of promoting children’s’ spiritual, social, moral, cultural and mental development.

**Skills and Abilities**

* Have a caring and positive nature
* Ability to work well as part of a team
* Has a ‘Can-do’ attitude
* Is able to communicate effectively with a range of people
* Excellent listening skills
* Well organised and practical
* Adaptable and flexible
* Calm under pressure
* Is able to form and maintain appropriate professional relationships and boundaries with children and parents
* Is able to deal with sensitive information in a confidential manner
* Ability to have a sense of humour in trying situations.
* Is able to demonstrate strategies for improving behaviour and sustaining high standard of learning and achievement for pupils
* Be a role model for pupils by expecting, setting and delivering high standards and commanding respect through credibility and expertise
* Is able to manage learning with the whole class if necessary
* Is able to manage learning in small groups of pupils
* Is able to take an independent role in supporting pupils withdrawn from lessons as part of the team
* Is able to effectively plan and organise
* Has the capacity to be sensitive yet challenging
* Is able to apply good practice to and from other subject areas
* Is able to make decisions independently and has an understanding of when to consult, make decision and defer to other