

Oaklands School
Together Everybody Achieves More

Prospective Team Member Pack

Teaching Assistant 2021-22



Our school is committed to equality and take the safeguarding our children very seriously. Therefore all references will be rigorously taken up, no open references will be accepted and several pre-employment checks.

THE OAKLANDS TEAM

Thank you for taking the time to visit the school and taking an interest in working at Oaklands. We are an exciting school to work with the associated challenges and rewards which come with a school working in a deprived area.

Our vision is simple:

Together Everybody Achieves More

We honestly believe in working in a team and we support and encourage each other. Working here, you will be part of many teams, year group, phase and curriculum, so you will be part of the wider school family. Planning is taken in Teams and phases so that you are able to share ideas and suggestions.

As part of our school, you need to understand our values. At Oaklands we have the following values which we demonstrate, model and teach to our children. As a staff member this means:

Aspire

We have high expectations and set ambitious challenges for our children in a broad & balanced curriculum.

Self-confidence

We praise children's efforts and achievements in a safe environment. We teach children to have faith themselves as learners.

Perseverance

Teaching children to keep trying and not give up. We track children's progress to make sure they are learning to the best of their abilities.

Independence

We insist upon high standards of behaviour to maintain a safe and orderly community. We help children to be independent in their learning.

Respect

We treat all people kindly. We look after everything and everyone.

Enquiry

We structure our learning around children's interests and questions. We constantly reflect to ensure we are giving a high standard of teaching for all children.

We expect all members of our community to uphold these values and to promote them whenever they are within our local community.

WELLBEING

Being part of a team means we look out for each other. We firmly believe in our own and others well being. We take time out of the term for wellbeing and extra time is set aside for certain tasks such as provision mapping and getting planned for the next term.

We value time and ensure that any meetings are productive and time is given out of the school day. Professional Development Meetings are kept to half an hour at the most and all TAs received 1:1 support from a Subject Leader and PPA time. PPA is absolutely protected. We never miss anyone's PPA.

SCHOOL GROUNDS

Our school is set in extensive grounds which incorporate woods, meadow land, an orchard and playing fields. We use these grounds whenever possible to extend and enrich the children's learning.

As well as this, we have our own swimming pool, training kitchen, Art & Design room, Music room, a radio station, library and two IT suites which all allow a wide range of opportunities for our children's learning.

CURRICULUM

We aim for our curriculum to be fun and exciting for the teachers to teach so that the children enjoy it and learn. We review the curriculum each year to ensure that it is effective and current with the children's needs. It is based on experiential learning and follows a structure of:



Each term, the children will engage in an **Engage** event such as a special activity day; visit to a specific place or a guest visiting the school. All the learning builds to an **Innovate** challenge where the children share the outcomes of their studies with other people in an **Engage** event.

As well as year group topics, we enjoy school whole topics based on specific areas of learning or current events such as Arts Week, Book Week or our Healthy Living and Sports Day finale to the year.

TEACHING & LEARNING

At Oaklands, we are very focused on consistency for our children. We are not looking for clones or a certain way of teaching but we do have some non-negotiable elements which we all sign up to.

We believe in sharing the best with the rest and so are looking for new ideas and imaginative ideas to share with all our staff so we learn from you as well as you hopefully learning things from us.

Planning is kept to a minimum and based on ensuring that the correct skills are taught to the children. Planning is in teams so that you can work together in creating learning experiences for the children which are exciting while achieving high standards.

TAs work across phases in the school. You will work with a team of trained TAs who focus on a specific Area of Learning, such as English, Maths or Pupil Premium. You will receive training in these areas which will help your children.

ASSESSMENT OF LEARNING

We make sure that all assessment has the purpose of knowing what the children know and helping them moving forward in their learning.

We don't believe in wasting time. We know that verbal feedback is the most powerful way of sharing feedback and so encourage all staff to spend time with children and use key word feedback from the verbal feedback you give in the lesson.

Data is collected termly to ensure that we can see any children who may need extra help and time is given for you to meet with other teachers and leaders to help come up with ways of helping your children.

AMBITION

We are a learning school and one of our values is ambition. We are looking to support teachers in their careers. We actively help you move forward in that, whether it is to be more effective in the classroom, move into Higher Level Teaching Assistant or into teaching. We work with a range of partners, such as the CCCU and Schools Direct and it is a busy and thriving learning community for all.

SAFEGUARDING

Our school is committed to equality and take the safeguarding our children very seriously. We will conduct the following checks with applicants:

- | | |
|-----------------------|---|
| Pre interview | ✓ Two professional references |
| | ✓ Self-disclosed criminal record history |
| Interview | ✓ Discussion around your suitability for the role |
| Pre employment | ✓ ID and qualification checks |
| | ✓ Evidence to work in the UK |
| | ✓ DBS and Barred List check |

Safeguarding training will be provided before or when you join the team so you are aware of the school's policies, procedures and practices.

INDUCTION

If you are successful in joining the Oaklands team, you will have a thorough induction. Previous team members have said that they have never had such a supportive induction as we offer.

After appointment, you will visit the school to complete paperwork and safeguarding requirements.

You will have a named mentor who will meet with you before you start and on the very first day. They will keep in touch and make sure you have someone who you know to answer any questions and be someone to help settle you in.

BEHAVIOUR

Good behaviour for Learning is a key part of being part of the Oaklands team. The school serves a diverse community with a large part of this being from disadvantaged backgrounds. While this is rewarding, it can bring with it challenges which many other schools would not encounter!

We believe in positivity and this is our first and foremost technique for working with children and families. We have a positive pathway which we talk to the children:



Again, we believe that Together Everybody Achieves More and we work very closely with all families to develop effective working relationships. Working in partnership with parents ensures that they support and trust us.

RULES

Oaklands School only has two simple rules for all to follow. We follow a no excuses policy for these two rules. No matter the situation or context, we will not accept anyone breaking these.

Always follow adults' instructions.

Keep your hands, feet and unkind words to yourself.

JOB DESCRIPTION

This is the job description of teaching assistant at Oaklands and the bare minimum of what we expect from all our staff:

POST TITLE: TEACHING ASSISTANT

RESPONSIBLE TO: CLASS TEACHER | ASSISTANT HEAD & DEPUTY HEAD | HEADTEACHER

SCALE: D2

1. Key Role

- 1.1. To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes or enable access to learning with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- 1.2. To lead and maintain positive and enjoyable break times for pupils including organising and participating in physical games and activities.
- 1.3. To contribute to the whole school ethos, environment and organisation both practically and as a positive role model for pupils and colleagues.
- 1.4. Staff may also supervise whole classes (with a colleague if requested) during the short-term absence of teachers (e.g.1 session) and to provide cover for PPA time. The primary focus will be to maintain good order and to keep pupils on task. In providing cover supervision Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities.

2. Specific Duties and Responsibilities in Support for Pupils

- 2.1. To support pupils' development and promote independence in a safe, secure, challenging environment employing strategies to recognise and reward achievement of self-reliance
- 2.2. To support the learning of individuals and groups of pupils as identified in the weekly curriculum planning and to act as a role model, setting high expectations
- 2.3. To focus on individual pupils to ensure their needs are being met within the group
- 2.4. To work with other staff to develop and implement the IEPs for pupils
- 2.5. To encourage pupils to interact and work co-operatively with others
- 2.6. To observe, record and support the development and progress of pupils to identify individual needs and difficulties and to feed back to pupils in relation to their progress and achievement
- 2.7. To promote the inclusion and acceptance of all pupils within the classroom
- 2.8. To meet the physical/medical needs of the pupil according to a pupil's individual care plan whilst encouraging independence wherever possible. Medical needs include the administration of medicines by mouth or other medical procedures provided appropriate training has been given by an appropriate person.
- 2.9. To participate in pupils' play and extend and stimulate language through conversation

3. Specific Duties and Responsibilities in Support for Teaching

- 3.1. To plan with teachers the daily/weekly programme of lessons, activities and events in order to support pupils and adjust lessons/work plans as appropriate

- 3.2. Occasional supervision of the class in the course of short term absences of teachers focusing on maintaining good order and to keep pupils on task under the guidance of teaching staff and within an agreed system of supervision
- 3.3. To liaise with other professionals to ensure an appropriate learning environment
- 3.4. To set out, prepare, use and tidy equipment
- 3.5. To promote home school partnerships
- 3.6. To listen, support and discuss issues sensitively with parents and carers under the teacher's supervision and to participate in feedback sessions/meetings with parents
- 3.7. To monitor and evaluate pupil's responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 3.8. To provide objective and accurate feedback and reports as required to the teacher on pupil achievement progress and other matters ensuring the availability of appropriate evidence
- 3.9. To be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as required in class to undertake marking of pupils work as agreed with the teacher and accurately record achievement/progress
- 3.10. To administer and assess routine tests and assist in the invigilation of exams/tests as agreed with the teacher
- 3.11. To provide general clerical support, e.g. administer coursework, produce worksheets for agreed activities, photocopying, filing, receiving and passing money to the school office etc
- 3.12. To work with an established discipline policy to anticipate and manage behaviour
- 3.13. constructively, promoting self-control and independence.

4. Specific Duties and Responsibilities in Support for the Curriculum

- 4.1. To prepare, plan and manage specific activities/teaching programmes, adjusting activities according to pupils' responses/needs
- 4.2. To set out and prepare equipment indoors and outdoors
- 4.3. To implement local and national learning strategies, e.g. literacy, numeracy,, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- 4.4. To support the use of ICT in learning activities and develop pupils' competence and independence in its use
- 4.5. To help pupils access learning activities through specialist support
- 4.6. To determine the need for, prepare and maintain general and specialist equipment and resources

5. Specific Duties and Responsibilities in Supporting for the School

- 5.1. To promote the policies and ethos of the school, e.g. personal and social and to promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- 5.2. To display pupils work to reflect their achievement
- 5.3. To supervise pupils on outings and visits as required
- 5.4. To supervise pupils at lunchtimes as appropriate
- 5.5. To attend staff meetings as required
- 5.6. To be aware of and comply with policies and procedures relating to child protection, health,safety and security and to refer all concerns to the Headteacher, receiving training where necessary from the school
- 5.7. To treat all information relating to a pupil as strictly confidential, and to be aware of and comply with school policy and practice, receiving training where necessary from the school
- 5.8. To support and encourage students on childcare courses, work experience, teaching practice, etc.
- 5.9. To be a proactive member of the school and class team
- 5.10. To participate positively and professionally in effective relationships with team members

- 5.11. To establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils
- 5.12. To provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- 5.13. To undertake planned supervision of pupils' out of school hours learning activities
- 5.14. To attend relevant courses and learning activities in order to update knowledge as required
- 5.15. To take opportunities to develop own areas of interest and expertise and to use these to advise and support others or to organise specific projects

6. General duties

- 6.1. The Teaching Assistant may be called upon to perform other duties that the Headteacher considers reasonable, that are commensurate with the grading and designation of the post

The above job description was agreed on 17 May 2018. It may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss and proposed amendments. It will be reviewed as part of the annual performance review process.

PERSON SPECIFICATION

Working as a team, it is important we get the right sort of person to join us. This is the sort of person we are looking for:

Attributes	Essential	Desirable	Evidence
Experience	<ul style="list-style-type: none"> ▪ Has experience of working with classes as a TA. ▪ Experience of leading and being responsible for their own groups. ▪ Demonstrates understanding of the principles of Primary Education 	<ul style="list-style-type: none"> ▪ Experience of working in a range of Key Stages ▪ Experience covering classes. 	<ul style="list-style-type: none"> ✓ Application ✓ Letter ✓ Interview ✓ Reference
Qualifications	<ul style="list-style-type: none"> ▪ GCSE in Maths and English to C Grade or equivalent 	<ul style="list-style-type: none"> ▪ Has at least a level 3 NVQ or equivalent. 	<ul style="list-style-type: none"> ✓ Application ✓ Letter
Training & Special Knowledge	<ul style="list-style-type: none"> ▪ Has a commitment to their continued professional development ▪ Has clear strategies for positive Behaviour Management and Discipline ▪ Has a calm, organised approach to working with children and establishing a secure learning environment for children ▪ Has knowledge and understanding of how to develop strategies appropriate to the needs and abilities of the pupils, especially those with special educational needs. 	<ul style="list-style-type: none"> ▪ Trained and experienced in specific positive behaviour management skills. ▪ Knowledge of developing children's emotional well being ▪ Worked in a team and effectively shares ideas and good practice with other members of staff. ▪ Experience in delivering Read, Write, Inc 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task
Practical, intellectual & interpersonal skills	<ul style="list-style-type: none"> ▪ Possesses excellent interpersonal skills ▪ Demonstrates commitment to partnership with parents and strategies to foster effective learning ▪ Has a flexible approach ▪ Is able to cope with change and working with different age ranges 	<ul style="list-style-type: none"> ▪ Ability to energise others. ▪ Previous experience of working and planning in a team. ▪ Good administrative skills. 	<ul style="list-style-type: none"> ✓ Letter ✓ Reference ✓ Interview ✓ Task
Physical	<ul style="list-style-type: none"> ▪ Good health ▪ Has a good record of attendance and punctuality. 		<ul style="list-style-type: none"> ✓ Letter

WHAT THE CHILDREN WANT

Our children are very perceptive and they know what makes a good teacher. This is the kind of person the children have asked us to find:

We would like a teaching assistant who is...

- well educated in all subjects with good grades.
- qualified TA who knows about children.
- good general knowledge and keen about learning.

Who when they teach...

- helps us with our learning
- maintains good behaviour
- explains things really well.
- makes learning fun and uses things like videos, music, rhymes and games.

We want a person who everyday has...

- a good attitude and is respectful
- patience and is willing to listen to us
- good listening skills and lets us know you're there for us.
- a good sense of humour and know when we are joking!
- friendly, happy and always smiling (*or pretends to be at least!*)

THE SELECTION PROCESS

To find the right person, we will use the information you give us in your application to choose a short list of the people we think most meet our criteria.

These people will be invited to a selection day and **references will be requested, including one from your present headteacher if applicable.**

The day is not a test and we know that they are very nerve-wracking days. We have a range of activities so that we can see all the different sides of you. On the day, you will be invited to stay for lunch so you can meet the whole team.

The process will usually consist of:

- A short teaching activity of a class or group of children so we can get a flavour of your teaching skills and style.
- An interview with the panel who will ask you some questions to find out more about your experience and skills.

All these activities will be explained to you in advance or on the day and you are always given time to prepare.

THE DECISION

The whole process is scored by the panel and the person with the highest score on the day will be offered the role. **Any offer will be conditional upon all safeguarding checks being successful.**

We know that it is hard in any process if you have not been successful. We always phone every single applicant to explain the decision and share feedback on the process. We always follow our own procedure of '*three stars and a wish*' when giving feedback. If you are not successful, it is not because you are not good enough, but we need to find the person who will fit our team the best.

Once again, thank you for taking the time to show an interest in joining the Oaklands team.