**TEACHING ASSISTANT**

**Application Pack**

Location: Tymberwood Academy, Gravesend.]

**REAch2 Registered address:**

REAch2 Academy Trust

Henhurst Ridge Primary Academy,

Henhurst Ridge,

Burton upon Trent,

DE13 9TQ

[www.reach2.org](http://www.reach2.org)

**C:\Users\Imacenkiene\Desktop\untitled.png** **C:\Users\Imacenkiene\Desktop\untitled 2.png** C:\Users\Imacenkiene\Desktop\untitled3.png C:\Users\Imacenkiene\Desktop\untitled4.png

**Contents**

- Letter from Steve Lancashire, Chief Executive

- The application process and timetable

- Background on REAch2

- Job Description

- Person Specification

**Letter from 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 has academies based all across England and includes schools at various 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.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

**The application process and timetable**

You are invited to submit an application form, which is available together with this document.

**Closing date for applications** – 23rd September 2019 at Midday

**Interviews** – to be confirmed

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

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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: Carol Kerr on 01474 361193

Completed application forms should be sent

via email to : [carolkerr@tymberwoodacademy.org.uk](mailto:carolkerr@tymberwoodacademy.org.uk) or via post

Carol Kerr

Tymberwood Academy

Cerne Road

Gravesend  
Kent

DA12 4BN

**Background on REAch2**

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, 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. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

**Our Regions**

* West Midlands covering - Staffordshire, Warwickshire, Birmingham and Telford
* East Anglia covering – North East Essex and Suffolk
* South Central covering - Croydon, Bexley, Kent and Sussex
* North Central covering – Essex, Reading, Hertfordshire, London

**Our cornerstones and touchstones**

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. 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.

The touchstones are:

* **Learning**: children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
* **Leadership**: we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
* **Enjoyment**: 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 will release in children their natural curiosity, fun and determination.
* **Inspiration**: inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
* **Inclusion**: we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
* **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don’t make excuses, but mindfully answer for actions and continually seek to make improvements.
* **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately

and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org**

**Job Description**

**Post:** Teaching Assistant

**Salary:**  Kent Range 3

**Responsible to:** Class Teacher

1. PURPOSE OF JOB

Support the class teacher in the teaching and welfare of children to ensure they attain the targets set under their individual educational programmes.

1. PRINCIPAL ACCOUNTABILITIES

* Ensure the maintenance of a clean, orderly and safe working environment making sure that equipment/resources/materials are set out on time and as per instructions received and used safely to enable pupils meet their learning targets.
* Assist teacher with learning activities ensuring health and safety and good behaviour of pupils. Support the pupils in accessing learning activities as directed by the teacher to enable pupils’ progress towards their targets. Be aware of and support differences to ensure all pupils have equal access to opportunities to learn and develop.
* Provide clerical/admin support (e.g. typing, photocopying, display, collection and recording of money etc.) and undertake basic recording keeping in respect of pupil learning, behaviour management, child protection etc. as directed in order to support the teacher deliver the specific learning programmes set for each child.
* Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality reporting all concerns to an appropriate person to ensure pupils’ wellbeing.
* Contribute to the overall work/aims of the school and appreciate and support the role of colleagues and other professionals to enable the school fulfill its development plans etc.
* Undertake training and other learning activities and attend relevant meetings (within contracted hours) as required to ensure own continuing professional development.

1. NECESSARY EXPERIENCE

* Good standard of general education (i.e. NVQ level 1 or equivalent) together with good numeracy and literature skills.
* Previous experience (1-2 years) of working with children.
* Use basic technology (computer, video, photocopier)
* Knowledge of policies and procedures relating to child protection, health, safety, security, equal opportunities and confidentiality.
* Have the ability to relate well to children and adults, understanding their needs and being able to respond accordingly.
* Good influencing skills to encourage pupils to interact with others and be socially responsible.

1. JOB CONTEXT

* TAs will be expected to work effectively with individual pupils and/or small groups under the direction and supervision of a class teacher. They will contribute to, and need to demonstrate skills in, planning, monitoring, assessment and class management. TAs would also be expected to work as part of the school team and contribute to plans to ensure the school meets its aims.
* The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.
* The post holder must have good communications skills to be able to inform, persuade, inspire and motivate pupils and provide feedback to other professionals and parents as required.
* From time to time, any other reasonable task as directed by the Headteacher which falls within the purview of the post.
* This job description is not a legally binding document but provides a framework in which to work. The purpose of this document is to enhance professional practice and development.
* Copies of all job descriptions are kept in the school office and are reviewed from time to time by the School Governors.

|  |
| --- |
| SIGNED ………………………………………………….. (Employee)    Date ……………………………… |
| SIGNED …………………………………………………..(Line Manager)  Date ………………………………. |
| SIGNED ………………………………………………….(Headteacher)  Date ……………………………… |

**Person Specification**

|  |  |  |
| --- | --- | --- |
|  | Essential | Desirable |
| Qualifications | * National Vocational Qualifications in Supporting Teaching and Learning (or equivalent) * To be able to demonstrate levels of Numeracy and Literacy equivalentto GCSE C or higher |  |
| Experience | * working in schools for a minimum of 3 years * teaching groups |  |
| Knowledge and Understanding | *To have knowledge and understanding of:*   * TA requirements and standards * Relevant policies, codes of practice and legislation including safeguarding * Behaviour management strategies * The National Curriculum * Whole school initiatives and strategies |  |
| Skills | * Be able to support the teacher in planning effective activities; * develop their knowledge through the evaluation of their own learning needs; * work independently and as part of a team * Calm under pressure and able to adapt to change quickly * Communicate effectively with parents * Maintain appropriate professional boundaries with children, parents and staff * Maintain appropriate levels of confidentiality |  |