

**Teaching Assistant**

**(Supporting SEND) 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.

All staff within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. 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 Officer, 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 Tymberwood Academy, via email address, carol.kerr@tymberwoodacademy.org.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.

If you wish to view the school or have an informal discussion please contact the school office on 01474 631193 to speak to the Headteacher, Mrs Sarah Kelley-Day.

## The application process and timetable

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| **Application deadline:** | 16th December 2021 at midday |
| **School visits:** | Please ring to arrange |
| **Interviews:** | tbc |
| **Contract details:** | Fixed term 32.5 hours per week |
| **Salary:** | KR3 |
| **Start date:** | January 2022 |

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 those who work in an academy 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 our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience 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 six months after the decision has been communicated, 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 information 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

**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

**Supporting Teaching and Learning**

* Assist teachers in the delivery of lessons, providing support to individual pupil.
* Assist in the delivery of individual work programmes for specific pupils.
* Use routine supervision and care skills to support pupils, including those who have

physical, emotional or educational needs.

* Support the SENDCO and teachers in Identifying the most effective teaching approaches

and resources for pupils with particular needs.

* Help create and maintain an effective and exciting environment of learning.
* Keep the teachers/SENDCO informed about the progress and needs of pupils supported.
* Liaise with parents and external agencies if required.
* Work as part of a team to ensure that the wellbeing, behaviour and personal development of pupils enhances learning opportunities and life skills.

**Other Duties and Responsibilities**

* Any other duties that the SENDCO, teacher or member of the Senior Leadership team may, from time to time, ask the post holder to perform.
* Maintain confidentiality inside and outside the workplace.
* 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 2 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.

**PERSON SPECIFICATION**

**Qualifications and Training**

* A good standard of general education with NVQ Level 2 or equivalent in supporting Teaching & Learning.

**Skills**

* Able to motivate pupils to learn.
* Able to prepare resources for teaching and learning activities.
* Able to effectively manage pupils’ behaviour in a positive manner with consistent clear boundaries.
* Good communication and interpersonal skills – able to talk effectively to children, parents and external professionals as required.
* Confident in use of ICT.

**Personal Attributes**

* Good pastoral skills, with a calm and caring approach.
* Well organised.
* Effective team member.
* Flexible approach and an ability to respond to changes in circumstances ‐ the ability to think on your feet!
* High level of written and oral communication skills.
* A commitment to work together with all stakeholders including the wider community.

**Experience**

* Evidence of being in a learning support role in a primary setting.
* Experience of supporting on a 1:1 basis.
* Experience of working with pupils with special needs and other key groups of pupils (e.g. EAL, Gifted and Talented, Looked After or those on the Child Protection Register
* 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

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.

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

**Person Specification**

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|  | 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 |  |