



TEACHING ASSISTANT – LEVEL 3

Candidate Information Pack

 **ERDINGTON**
ACADEMY



FAIRFAX
MULTI-ACADEMY TRUST

WELCOME - *CEO of the Trust and the Headteacher*

Dear Candidate,

Firstly, thank you for considering joining Erdington Academy. Erdington Academy joined the Fairfax Multi Academy Trust (FMAT) as a sponsored Academy on 1 September 2016.



Established in 2014, the FMAT has a belief that education is the bedrock for a successful and fulfilling life; with an aim to prepare each and every student to succeed in the 21st Century by pursuing excellence in punctuality, behaviour, uniform, respect for one another and outstanding outcomes in the classroom.

Academic success is vital; however, developing the whole person through extra-curricular opportunities also plays centre stage in our ethos.

The Trust is fortunate to have so many fantastic, dedicated and committed professionals in its academies and schools and I personally am honoured to work with them. I do hope you find this pack informative and I look forward to hearing about your application. You will be joining a fantastic organisation that will offer you many opportunities to progress as an individual and support you in attaining whatever position you aspire to achieve. Good luck and my sincere good wishes in your professional career.

Yours sincerely,

Andy Bird

CEO

Fairfax Multi-Academy Trust

Dear Candidate,

Thank you for your interest in Erdington Academy. Erdington Academy is a comprehensive school that has a rich history, is rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



At Erdington Academy, we are committed to high standards of presentation, behaviour and achievement. A calm, purposeful environment is the key to successful learning and achievement. We are unashamedly ambitious. Our curriculum has an academic focus and we have close links with local universities, colleges and businesses.

The school is a tolerant community that welcomes all and celebrates diversity. We believe that every child can achieve their potential and we work hard to ensure that all our students will strive to be the best they can be.

It is an exciting time for the Academy within the Fairfax Multi Academy Trust. Erdington Academy is a dynamic and rewarding place to work; you really can make a difference.

Yours sincerely

Mark Rhatigan

Head of Academy

CONTEXT - *Our school*

Our vision is clear, consistent and simple to understand. We expect excellence from our students and in return we aim to give them a challenging and enjoyable learning experience.

Dedication

We are relentless in making a life changing difference for our students because we care about young people.

Excellence

We know that excellent outcomes are a result of excellent habits.

Ambition

We all set challenging goals and expect everyone to go the 'extra mile' to achieve their best.

Integrity

We are truthful, sincere and open: we say what we mean and we always act with honesty and openness.



Teaching and Learning at Erdington Academy

Our dedicated teachers go the 'extra mile' because we are relentless in making a life-changing difference for our students. Teaching at Erdington Academy aims to secure deep learning and high-quality student outcomes in an atmosphere of discipline, courtesy and respect. Routines and structures are integral because we know that excellent outcomes are the result of excellent habits. Accurate assessment and quality feedback are also important and we set challenging goals and support students to achieve them.

CPD is strong and our teaching staff is dedicated to always enhancing practice through development and coaching to provide excellence for our students.

"Learning is the main business of the school" – Ofsted (June 2015)

Facilities

Erdington Academy is blessed with a wide range of facilities to support the learning of our children. Our staff take great pride in their classrooms ensuring the learning environment is stimulating and reflects the standards of work we expect.

Curriculum

We are proud of our broad and balanced curriculum that aims to equip every child with the knowledge and skills to make a positive step in the world. We place great emphasis on acquiring and mastering core skills in English and Mathematics to raise standards. We ensure that all students have the opportunity to try the full range of subjects to enjoy new experiences and we also have an extensive extra-curricular programme.

For a breakdown of historic school results and our latest Ofsted reports visit
www.erdingtonacademy.bham.sch.uk

Structure of Department

Associate Assistant Headteacher for SEND/EAL
Learning Zone Manager
Higher Level Teaching Assistants x4
Teaching Assistant x4
Pupil Premium Champions x2 (1 Literacy, 1 Numeracy)

Exam specifications

The Skills School Faculty supports all departments across the school, particularly English and Maths, to challenge students in achieving the grades they are capable of.

The faculty also delivers vocational courses to students that require a tailored curriculum to meet their needs, throughout their time in secondary education.

Groupings

Students across the school are grouped by attainment, as a result, where students make good progress they can and will move sets as appropriate.

Key data

'Provision for pupils with a disability or special educational needs has made significant strides forward. The now well-established Skills School provides a focus on improving literacy and numeracy that targets the gaps in understanding for individual pupils. As a result, rates of progress for this group have improved substantially. **For instance, in Year 7, the proportion of these pupils making at least expected progress at this point in the year is 15% higher than for similar pupils at the end of 2014.**' *Ofsted, 2015*

'Provision for pupils who speak English as a second language is effective. Many arrive at the school part way through their secondary education and at an early stage of learning English. The intensive programme provided by specialist staff ensures that they can quickly join their peers in mainstream lessons with continued support from well-qualified teaching assistants. **Consequently they make rapid progress from their starting points.**' *Ofsted, 2015*

Successes of the department

The development of the Skills School Faculty has been noted as one of the three key strengths of the school: 'Pupils with disabilities or special educational needs and those for whom English is a second language make good progress from their starting points because they are very well supported.' *Ofsted, 2015*

Shortlisted candidates will be required to deliver a short intervention for a group of students. This will be a pre-prepared activity that you will only deliver.

THE TASK

Details of the task will be provided pre-interview.

WHAT WE WILL BE LOOKING FOR:

- Candidates who command the respect of their classes, set out clear expectations for students' behaviour and, where appropriate, start and finish lessons on time and manage teaching resources effectively;
- Candidates who gain responses from students within the lesson that demonstrates sufficient gains in their knowledge, skills and understanding; including literacy and mathematics;
- Candidates who monitor students' responses in lessons and adapt their approach accordingly;
- Candidates that seek to assess the effectiveness of their own teaching and adapt accordingly;

PLEASE NOTE

Details of the class and the duration of the lesson will be provided pre-interview.

RESOURCES AVAILABLE

All resources will be provided.

Any further requirements, please let us know.

Post Title	Teaching Assistant – Level 3
Salary Range	Scale 5
Accountable to	Associate Assistant Headteacher (SEND)
Leading & Managing Working Time	Full Time
Liaising with	Leadership Team, Heads of Key Stage, Faculty Leader, Student Support and relevant staff with cross-college responsibility, relevant non-teaching support staff and parents/carers
Purpose	<ul style="list-style-type: none"> This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

Support for Students (either individually or in groups)

- Support the activities of individuals or groups
- Establish and maintain relationships with individual students and groups
- Contribute to Student Learning Plans as appropriate
- Support students during learning activities
- Promote students' social and emotional development
- Contribute to the health and wellbeing of students
- Provide support for bilingual/ multilingual students (where appropriate to the focus of the role)
- Support students with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties
- Support students with literacy and numeracy skills
- Support students to access the curriculum
- Dealing with the personal care needs of students where appropriate in line with the guidance of the local authority
- Support students with access arrangements in examinations in line with JCQ regulations

Support for Teachers

- Observe and report on student performance
- Contribute to the planning and evaluation of learning activities
- Assist in preparing and maintaining the learning environment
- Contribute to the management of students' behaviour
- Contribute to maintaining students' records
- Support the maintenance of students' safety and security
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson
- Undertake routine marking in line with school policy
- Provide general administrative support, for example, administer coursework, produce worksheets etc.
- Undertake joint home visits as appropriate and in line with LA policy

Support for the School

- Support the development and effectiveness of team work within the school environment
- Develop and maintain working relationships with other professionals
- Liaise with parents as appropriate
- Review and develop own professional practice
- Work as required across the curriculum and in all Key Stages within the school in accordance with the job

Support for the Curriculum

- Support the use of information and communication technology in the classroom
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with
- To ensure their tasks are carried out with due regard to Health and Safety
- To participate in appropriate professional development including adhering to the principle of performance management

Behaviour and Safety Responsibilities

- Plan own work to ensure the meeting of defined objectives
- Responsible for promoting and safeguarding the welfare of children and young people the post holder may come into contact with
- Ensures all tasks are carried out with due regard to Health and Safety
- Undertakes appropriate professional development including adhering to the principle of performance management
- Adheres to the ethos of the school

Other Specific Responsibilities

- To play a full part in the life of the School community, to support its distinctive mission, ethos and policies and to encourage and ensure staff and students to follow this example.
 - To continue personal professional development as agreed.
 - To engage actively in the performance review process.
 - To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
 - Any other duties as commensurate within the grade in order to ensure the smooth running of the school.
 - To lead an extra-curricular activity.
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Person Specification

Post Title	Teaching Assistant – Level 3
Salary Range	Scale 5

CRITERIA	ESSENTIAL	PREFERABLE
EXPERIENCE (Relevant work and other experience)	<ul style="list-style-type: none"> Experience of supporting students in a classroom environment, including those with special educational needs Experience of using Information Technology to support students in the classroom 	<ul style="list-style-type: none"> Experience of SIMS
SKILLS AND ABILITIES (Eg Written communication skills, dealing with the public)	<ul style="list-style-type: none"> Knowledge of SEN Code of Practice Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students Ability to consistently and effectively implement agreed behaviour management strategies Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher Ability to use language and other communication skills that students can understand and relate to Ability to establish positive relationships with students and empathise with their needs Ability to demonstrate active listening skills Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes Ability to carry out and report on systemic observations of students' knowledge understanding and skills 	<ul style="list-style-type: none"> Understanding of strategies for teaching and learning

	<ul style="list-style-type: none"> • Ability to assist in the recording of lessons and assessment as required by the teacher • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities 	
TRAINING	<ul style="list-style-type: none"> • Willing to undertake job related training 	
EDUCATION/ QUALIFICATIONS NB Full regard must be paid to overseas qualifications	<ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants or equivalent • A good standard of education particularly in English and Mathematics 	
OTHER	<ul style="list-style-type: none"> • DBS Check • Commitment to the safeguarding and welfare of children and young people • Willingness to maintain confidentiality on all school matters 	