



TEACHING ASSISTANT – ONE-YEAR, FIXED-TERM APPOINTMENT

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST



WELCOME – *Interim* CEO of the Trust

Dear Candidate

Firstly, thank you for considering joining one of our very successful schools within the Fairfax Multi Academy Trust. Established in 2014, we believe that education is the bedrock for a successful and fulfilling life. It is our aim to prepare each and every student to succeed in the 21st Century by purpose 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 schools and I personally am honoured to work for them. I do hope you find this pack informative and look forward to hearing from the Head of Academy 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

CHRISTOPHER STEVENS

INTERIM CEO - Fairfax Multi-Academy Trust

WELCOME – *Head of Academy*

Dear Candidate

Thank you for your interest in Fairfax, and a warm welcome from everyone connected with Fairfax Academy.

I am incredibly proud to be the Head of Fairfax Academy. The Academy's values are built around hard work and opportunity; we believe that every child attending Fairfax will have the chance to thrive in an atmosphere where high expectations meet endless possibilities.

The Academy enjoys excellent examination results at both GCSE and Post-16; a result of our commitment to our motto 'Sinceritas Laboris' there is dignity in labour! The Academy's experienced staff are knowledgeable and skilled and ensure that every child, regardless of starting point, is supported to optimize his/her academic achievements.

Our House system is at the heart of the school and has been in place for the best part of 60 years. This commitment to our school traditions ensures that every child has the opportunity to participate in activities that develop him/her as a person. Such activities include our annual Eisteddfod, Duke of Edinburgh's Award Scheme, local and national sporting events and many artistic performances.

My personal philosophy is that every student should leave high school proud of the young adult they have become. I believe this can be achieved by ensuring all our students meet high expectations whether it be in punctuality, behaviour, courtesy or class work. The Academy aims to promote a sense of pride in students, through students taking personal responsibility in delivering excellence! We are Fairfax and we are proud of it!

Mrs D J Bunn

Head of Academy

June 2018

Dear Applicant

Re: Teaching Assistant – One-year Fixed-term appointment

Thank you for your interest in the above post. Please find enclosed:

The closing date for this post is Friday 22nd June 2018 at noon.

Completed application forms should be returned to Jenny Piper, HR Manager. If you have any queries prior to completing your application form, please contact Jenny on 0121 378 1288 ext. 233.

We have regularly attracted large numbers of quality applications over the past few months. Consequently we are unable to respond to each applicant. If you have not heard from us within 14 days of the closing date, please assume that you have been unsuccessful on this occasion.

Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.

We look forward to hearing from you.

Yours faithfully



DEBORAH BUNN
Head of Academy

CONTEXT - *Our school*

Fairfax Academy is much larger than the average comprehensive school. It serves the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of students with special education needs is below average. However, the proportion with a statement of special educational needs is much higher than average because the school manages specially provision for students with a range of physical disabilities. The proportion of students known to be eligible for the pupil premium is average, as is the percentage of students from minority ethnic groups.

SUBJECT – *The Department*

Support Staff Team

An unusually large, diverse and effective range of support staff brings additional quality, care and expertise to our educational provision. A team of Teaching Assistants work with students in and outside of lessons.

A large range of other support staff are employed to manage the school's finance, payroll and HR functions, to provide IT support, administrative and technician support as well as caretaking, grounds, cleaning and in-house catering and lunchtime supervision.

In all there are around 65 support staff and the team continues to adapt to the changing needs of the school. All staff benefit from the clear line management structure and regular opportunities for training and development. Full induction programmes and a mentor are provided for all new appointments.

Support staff are fully integrated into the life of the school. They are involved in all of the school's training days, whole school discussion groups and staff meetings. Support staff are encouraged to become involved in the day to day life of the school community and play significant roles in the numerous House activities, sports and extracurricular events (including educational visits).

DEPARTMENT	SEND Team
RESPONSIBLE TO	SENCO
LINE MANAGEMENT OF	No one
WORKING HOURS	32.5 hours per week with half an hour unpaid lunch break
WORKING PATTERN	Monday to Friday: 08:10 until 15:10, Term Time only
SALARY	FMAT Pay Scale – Level 2 Teaching Assistant Scale 3 Level 3 Teaching Assistant Scale 5
HOLIDAY ENTITLEMENT	A paid entitlement of 25 days annual leave and eight statutory holidays (to be taken during school holiday periods)

JOB PURPOSE

To work as part of the SEND team to successfully include all students on the SEN register into every aspect of school life. In addition to this you may work with a range of different students as directed by the SENCO.

The post includes classroom support, pastoral care and assisting with the physical/personal care of our male students as and when required. You should have excellent communication and written skills with high expectations of learning and behaviour and a relevant Teaching Assistant qualification.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills.

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST**1. SUPPORTING THE STUDENTS**

- a) To work effectively with a range of subject teachers, school learning support staff, parents and external agencies to provide support for the education process at school.
- b) To act as a mentor to a named student/students with special needs ensuring that their needs are effectively communicated and met, liaising with other members of the team to this end.
- c) To work effectively with an individual student or with a group of students in the classroom, under the direction of the teacher, supporting their needs as appropriate to their learning difficulty.
- d) With guidance from teachers, to produce modified and supplementary teaching materials and worksheets.
- e) To produce comprehensive, coherent and legible notes from lessons if a student is absent.
- f) To record elements of lessons if they are needed for consolidation or support reasons, noting what needs to be repeated or reinforced at home.
- g) To request, collect and circulate information on up-coming work and assessment procedures two weeks ahead of time.
- h) To provide physical help with tasks when required whilst encouraging independence.
- i) To physically assist in PE and Swimming sessions if required.
- j) To provide support with bathroom/toilet management and personal hygiene if required.
- k) To assist with movement around the school and provide support at lunchtime and break if required.
- l) To act as a reader/amanuensis for a named student/students during the examination period.
- m) To carry out physiotherapy for a named student/students at designated times if required (according to the instructions given by a trained physiotherapist).
- n) To work with an individual student in withdrawal sessions, if required.
- o) To monitor the conditions in the classroom and suggest appropriate changes to ensure the effective inclusion of students with physical disabilities, visual impairment or hearing impairment as appropriate.

2. SUPPORTING THE TEACHERS

- a) Under the direction of the teacher to assist **any** student in the group who may need assistance – this may include :
 - ❖ clarifying and explaining instructions, motivating and encouraging students as required, assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation etc, helping students to concentrate on and finish work set.
- b) In practical subjects, to assist with the preparation and use of equipment.
- c) To assist with the preparation and display of materials, where appropriate.
- d) Where appropriate, to assist with the monitoring and assessment of work for individual students within the classroom.
- e) To provide regular feedback about students to teachers.

3. SUPPORTING THE SCHOOL

- a) To contribute to reviews of students' progress
- b) To undertake moving and handling training and other training in respect of the management of physical disability.
- c) To take part in training days and staff INSET, whenever they fall.
- d) To drive school vehicles and undertake school and LEA minibus training as appropriate.
- e) To be available to attend field trips, residential and weekend school events
- f) To carry out exam invigilation, as and when required
- g) To be aware of school policies and procedures and implement them
- h) To be aware of confidential issues linked to home/ pupil/ teacher/schoolwork and to keep confidences as appropriate
- i) To perform other such duties as the Headmaster may from time to time determine.

NB: This allocation of duties is provisional and is subject to regular review.

GENERAL

- 1. Promote and safeguard the welfare of students you come into contact with.
- 2. Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- 3. Be aware of and adhere to all Trust and Academy level policies and procedures and comply with their contents; raising any concerns in a timely manner.
- 4. Be aware of, support and ensure equal opportunities for all.
- 5. Contribute to the overall ethos/work/aims of the Trust.
- 6. Appreciate and support the role of other professionals.
- 7. Attend and participate in relevant meetings as required.
- 8. Participate in training, other learning activities and performance development as required.
- 9. Engage actively in the performance review process.
- 10. Perform any other such duties as the Head of Academy may from time to time determine.

Attributes	Essential	Desirable
Education and qualifications	<ul style="list-style-type: none"> NVQ Level 2 in Teaching & Learning in Schools or Level 3 Qualification in Early Years and Child Care or equivalent. Demonstrate levels of numeracy and literacy equal to GCSE (A – C) Experience of working in a school Experience of assisting with the physical/ personal care of our male students. 	<ul style="list-style-type: none"> Experience working with children with specific social and emotional needs. Experience working with families.
Experience		<ul style="list-style-type: none"> Working with a range of different students
Knowledge and understanding	<p>The TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> support mechanisms for teaching staff; the National Curriculum structure; have awareness of policies and procedures relating to child protection, health and safety, equal opportunities, confidentiality. 	<p>In addition, the TA might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> the different ways in which children learn; behaviour-management strategies; the issues related to disadvantaged sections of the community.
Skills and abilities	<p>The TA will be able to:</p> <ul style="list-style-type: none"> contribute to a range of teaching, learning and pastoral activities; demonstrate excellent communication and written skills with high expectations of learning and behaviour demonstrate good ICT skills; work independently and as part of a team. 	<p>In addition, the TA might also be able to:</p> <ul style="list-style-type: none"> have the ability to work effectively and network with a wide variety of support services; plan, monitor and assess; experience of one to one teaching and strategies; take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children with complex needs;
Personal characteristics	<ul style="list-style-type: none"> Calm under pressure. Maintains confidentiality. Enthusiastic. Ability to adapt to a variety of situations. Shows initiative. Willingness to participate in INSET days and attend courses for their own professional development Have a sense of humour The ability to prioritise own time, with an emotional resilience when working under pressure to tight deadlines with a sense of balance and perspective. 	