



**Job Application Pack
Teaching Assistant**

NJC Grade 4, £18,070 – £20,138, pro rata, per annum

Fixed Term until 31 August 2018

Part time, 32.5 hours per week, term time only

Closing Date: Monday 20 November 2017





Letter from the Head of School

Dear Applicant,

Thank you for your interest in joining Victoria Primary School's dedicated and supportive staff team. The successful candidate will be a valued member of the Teaching Assistant team, initially working mostly with Year 5 and 6.

Victoria Primary School is an expanding academy situated in The Meadows area of Nottingham, conveniently located on the city's tram network and just over 1 mile from both Nottingham Railway Station and the A52 trunk road, giving easy access from within and beyond Nottingham city. By 2018, the school will accommodate 472 pupils aged 3 to 11.

Our catchment area is the western edge of The Meadows estate and our pupil population is both diverse and strongly cohesive. Our families could be from England, Poland, Sudan, Greece, the USA, Iraq or India – but all are proud to be from Victoria Primary. Our pupils are regularly bi- or tri-lingual – but all speak the language of our school motto “Work hard – Be kind”. First-time visitors to our school are always surprised to walk into a calm and friendly environment where orderly, learning-focused classrooms are the norm and children's behaviour is good.

The ethos of the school is centered upon the motto “Work hard – Be kind”. This motto epitomises the entire staffs' genuine commitment to coupling high academic expectation and achievement with a whole-team dedication to pupils' spiritual, moral, social and cultural development. We have a set of “Work Hard” values that we teach directly to ensure our pupils consciously become the best learners they can be. Our School Council recently worked with senior staff to replace our school rules with “Be Kind” values – giving pupils ‘ways of being’ rather than ‘rules to follow’. Our pupils have high potential and respond well to the wide variety of learning opportunities presented to them. The role of each class teacher is vital in order to successfully achieve the shared aims of the school community.

The school grounds consist of a recently modernised 1960s brick constructed building housing Years 1 to 3, our specialist SEN Nurture provision, traditional school hall, kitchen and ICT Suite; two 21st century built teaching blocks housing Years 4 to 6 and EYFS; a sports hall; astroturf; play areas; forest schools area and allotment. The staff team is made up of a dedicated and highly skilled group of teachers, teaching assistants, carers, counsellor, office manager, administrative and site staff. In addition, a team of midday supervisors support teaching assistants who care for the children at lunchtimes. There is an on-site kitchen, which provides cooked meals under the separate management of a cook supervisor and two support assistants. An Executive Head Teacher from our Trust as well as an experienced SENCo support the school Senior Leadership Team, consisting the Head of School, Deputy Head, and three Assistant Heads.

Victoria Primary School is a sponsored academy, operated by the Nova Education Trust. Nova is a dynamic and growing Multi Academy Trust based in the East Midlands. Our Trust is committed to providing high quality education to all pupils, regardless of their backgrounds. The Trust has core values which are central to developing a positive ethos throughout our group of schools. This approach is focused on securing success for all our learners and providing them with the very best life opportunities. For all staff, pupils and the wider community, the Trust promotes trust, integrity, mutual respect, empathy and self-improvement. The Nova Education Trust believes that nothing is more important than making a difference to children.

Visits to our school are encouraged and warmly welcomed by appointment. We very much hope that after finding out more about the school that you will feel encouraged to join our dedicated and supportive team.

Mr Russell Gray
Head of School



Application Details

Thank you for your interest in the Teaching Assistant vacancy at Victoria Primary School. Further details of this post, the school and the Trust are included in this pack and details of how to apply can be found below.

How to Apply

Should you wish to apply for the post, please complete an online application form and include a covering letter addressed to Mr Gray, which clearly demonstrates your suitability for this role.

The online application form for this role is located on the current vacancies page of the school website www.victoriaprimarieschool.org.uk. Wherever possible, please provide email addresses for your referees.

Closing Date

Please ensure your application arrives by 5pm on Monday 20 November 2017.

Interview:

Interviews for the role will be held during the week commencing Monday 20 November 2017.

If you have not heard from us within 2 weeks of the closing date, please assume that unfortunately, on this occasion, your application has not been successful.

Safeguarding

Victoria Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment. All posts in Nova Education Trust schools are subject to an enhanced Disclosure and Barring Service check.



Job Description

Name of Postholder: Teaching Assistant

Responsible to: Head of School

Date of Issue:

This job description identifies our expectations of teaching support staff at Victoria Primary School.

You are required to carry out your duties in line with the stated ethos and principles of the school.

Directed time:

This Job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them.

POLICY RELATING TO THE WORKING PRACTICE OF A TEACHING ASSISTANT

Areas of responsibility and key tasks:

A Planning, teaching support and pupil management to:

Provide teaching support to allocated pupils by planning teaching with the class teacher to achieve progression of learning through:

- identifying clear learning objectives and determining how they will be supported and assessed
 - assisting in the setting of tasks which challenge pupils and ensure high levels of interest
 - setting appropriate and demanding expectations
 - setting clear targets, building on prior attainment
-
- provide clear structures for lesson support maintaining pace, motivation and challenge;
 - make effective use of assessment and ensure appropriate coverage of programmes of study;
 - ensure effective support and best use of available time;
 - monitor and intervene to ensure sound learning and discipline;
 - use a variety of supporting methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions
 - iii. select appropriate learning resources and develop study skills through library, I.C.T and other sources;



- ensure effective support so that pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own support methodology critically to improve effectiveness;
- work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes 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.
- To provide PPA cover for teaching staff and supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.
- respond to questions and generally assist pupils to undertake set activities
- promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

Support the Pupil by:

- Undertaking the activities with either individuals or groups of children to ensure their safety and facilitate their physical, emotional and educational development;
- Working to establish a supportive relationship with the children and parents concerned;
- Encouraging acceptance and inclusion of the child with special needs;
- Promoting and reinforcing the child's self esteem;
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes;
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.

Support the Teacher by:

- Supporting teaching staff in the carrying out of home visits;
- Assisting the teaching staff in the smooth transition between educational phases;

B Monitoring, assessment, recording, reporting – to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of learning support;
- monitor pupils' work and set targets for progress;
- assess and record pupils progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports.

C Other professional requirements – to:

- have a working knowledge of teaching assistants' professional duties and legal liabilities



- operate at all times within the stated policies and practices of the school
- establish effective working relationships and set a good example through their presentation and personal and professional conduct
- Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate;
- endeavour to give every child the opportunity to reach their potential and meet high expectations
- contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school
- take responsibility for their own professional development and duties in relation to school policies and practices
- administer routine tests and invigilate exams and undertake routine marking of pupils' work
- provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc
- prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- liaise effectively with parents/carers and governors
- take on any additional responsibilities which might from time to time be determined
- attend and participate in relevant meetings as required
- participate in training and other learning activities and performance development as required
- assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- help administer and supervise examinations when required.

In addition to general and additional duties, you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases. This job description does not form part of the Contract of Employment.



Person Specification: Teaching Assistant

Factor	Essential
Qualifications	<ul style="list-style-type: none"> • 5 GCSEs or equivalent (including Maths and English A-C) • Minimum recognised level 3 teaching assistant qualification
Experience	<ul style="list-style-type: none"> • Experience of working with and/or caring for children
Skills and Knowledge	<ul style="list-style-type: none"> • Ability to work effectively within a team environment, understanding classroom roles and responsibilities • Ability to build effective working relationships with all pupils and colleagues • Ability to promote a positive ethos and role model positive attributes • Good personal numeracy and literacy skills • Awareness and basic understanding of school curriculum • Basic awareness of inclusion especially within a school setting • Ability to use basic ICT
Personal Qualities	<ul style="list-style-type: none"> • High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners • Demonstrate and promote the positive value, attitudes and behaviour they expect from pupils with whom they work • Able to improve their own practice through observations, evaluation and discussion with colleagues • Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice • Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning • Willingness to participate in relevant training and development opportunities