STAMFORD PARK TRUST

Rayner Stephens HIGH SCHOOL

# Teaching Assistant

Level 3

## Recruitment Pack

Rayner Stephens HIGH SCHOOL

STAMFORD PARK TRUST

# Welcome

## From the CEO and Executive Principal

On behalf of the Trustees and Local Governing Body Members I would like to thank you for your interest in the post of Assistant Head at Rayner Stephens High School.

Due to the expansion of the current senior leadership team, Stamford Park Trust is looking to appoint a committed and inspirational leader with the proven qualities to drive improvement and change the life chances of those students who attend Rayner Stephens High School.

Rayner Stephens High School was established in 2017, post academisation, and was formally known as Astley High School. The school joined Stamford Park Trust, a Multi-Academy Trust established by Ashton Sixth Form College, in January 2021 at the same time as Longdendale High School. The school is located in Dukinfield and serves the local community. It is situated 8 miles to the east of the city of Manchester and within easy commute from most of the North-West region. The last Ofsted inspection in February 2020, prior to joining Stamford Park Trust, rated the school as inadequate overall. The school has been on a journey of improvement both in the quality of provision and in the development of facilities with £1.4 million building project starting in 2021.

Rayner Stephens High School is at the beginning of an exciting improvement journey. Stamford Park Trust is committed to creating an outstanding quality of education and a culture of ambition and learning at Rayner Stephens High School through collaboration and innovation. The appointed Assistant Head would be supported by the Head of School, Mr Martin Davies, the Executive Principal (Secondary), Miss Melanie Wicks and the wider senior team and will become an important member of the Trust. The Trust is committed to the development of all members of staff through tailored CPD and support.

Rayner Stephens is a highly inclusive school and holds the Inclusion Quality Mark 'Centre of Excellence' for the level of provision provided. Currently, the school has just over 600 learners on roll which provides the opportunity to create a strong community where all of our students are known as individuals.

If you have a commitment to excellence, aspiration and a strong focus on improvement, we would like to hear from you. Applications will be assessed against the requirements set out in the job description and person specification. We will also expect to see evidence of a good fit with the culture and ethos of the Trust as outlined in our strategic plan.

Stamford Park Trust offers a number of benefits for employees including discounted gym membership, free parking, well-being activities, access to an Employee Access Programme and strong investment in personal and professional development through an extensive CPD programme.

Once again, thank you for your interest in this position. We look forward to receiving your application.

Yours sincerely

Anton McGrath
**CEO Stamford Park Trust**

Melanie Wicks
**Executive Principal**

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# Welcome

## From the Head of School

I am extremely proud to be able to offer a warm welcome and to thank you for your interest in the Assistant Head position at Rayner Stephens High School.

We are a school at the heart of our community, with our school name honouring one of Dukinfield's heroes. Our school is a warm and caring community for all learners. We celebrate all of our learners' achievements and believe strongly in providing an environment where all young people are able to thrive.

I have served here as Head of School since September 2021 and have been massively impressed with the ambition and support from Stamford Park Trust and the staff within the school . Every day, I find work at Rayner Stephens exciting, challenging and hugely rewarding. I am delighted that every member of staff here is committed to providing the best opportunities and experiences to enable all students to flourish, achieve their full academic potential and develop as confident individuals.

We are an inclusive 11-16 school, part of the family of schools that make up the Stamford Park Trust. Our core purpose is to support learners of all abilities and backgrounds to develop high aspirations, believe in themselves and achieve their full potential. We expect all students to work hard and aim high in order for them to succeed academically and personally. Our whole school community has much to be proud of. We value our students as our greatest asset and encourage student leadership and student voice so they can be fully engaged in all aspects of the school.

For the successful candidate, our school will offer a fantastic chance to work with a collaborative and passionate staffing body and dedicated and extremely talented senior leadership team, who wholeheartedly understand school improvement and focus on the things that matter.

The best way to get a real flavour of our school is to visit us. Senior Leaders, including myself as the Head of School, are in and amongst the school all day supporting students and staff. Consequently, I am able to facilitate visits in the school day. If you wish, for a tour with myself, then please contact my PA, Mrs Thirza Partovnia who will help you arrange this on 0161 338 2374 or by emailing t.partovnia@rshs.spt.ac.uk.

Candidates selected for interview will receive further information about the process to help them prepare for the interview. I would also strongly encourage you to visit our website at www.raynerstephens.org.uk.

After reading the supporting job description and information pack, I hope you will pursue an application for this wonderful and rewarding role. In the meantime, I very much look forward to hearing from you. I do understand the amount of time that goes into preparing an application, so thank you in advance for thinking about joining our team.

Please send your completed application to t.partovnia@rshs.spt.ac.uk. The closing date for receipt of application is midday Monday 4th April; interviews are then scheduled to take place shortly after this date.

Yours sincerely

Martin Davies
**Head of School**

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# About Us

## Stamford Park Trust

Stamford Park Trust was established as a Multi-Academy Trust in February 2019. The Trust initially comprised of one educational institution, Ashton Sixth Form College, which converted from a designated Sixth Form College to a 16-19 Academy on the same date.

The College was joined by two 11-16 High Schools in January 2021 with Longdendale and Rayner Stephens High Schools transferring into the Trust.

The Trust's Vision and Mission The vision for Stamford Park Trust is Excellence and ambition for all. In meeting our vision to provide excellence and ambition for all, we will:

• Establish a dynamic Trust capable of building on its success, extending its influence and making a significant contribution within Greater Manchester
• Establish Academies which are centres of excellence and innovation for leadership, teaching and learning and collaboration
• Support the development of a coherent curriculum which supports strong transition to the next phase of education and prepares all for the next stage of their life
• To encourage the realising of ambition and taking of opportunity
• Be driven by a moral purpose to transform the life chances and opportunities of all children and young people in the Trust
• Work in partnership and in collaboration with schools and colleges in the Trust to support their development as successful centres of excellence aimed at improving achievement for all
• Work in partnership with other schools, academies, and MATs in the Greater Manchester area to share ideas and promote excellence.

### Our Values

- **Student centred and inclusive**
- **A culture of trust and respect**
- **A collegiate and collaborative approach to quality improvement and innovation**
- **Unashamedly aspirational for all**
- **A driver for social mobility**
- **Supportive yet challenging**

The vision of Stamford Park Trust has naturally evolved from the ethos and culture of Ashton Sixth Form College. It demonstrates our commitment to supporting young people in the borough and surrounding area from the age of 4 to 18, helping young people and adults to improve their life chances through improved outcomes. The mission is simple; to work collaboratively to improve the quality of teaching, learning and outcomes for all schools in the Multi-Academy Trust.

# About Us

## Rayner Stephens High School

Rayner Stephens High School was opened in 2017 when the school was first acadamised. Rayner Stephens High School joined Stamford Park Trust, a Multi-Academy Trust led by Ashton Sixth Form College in January 2021. The school is located in Dukinfield and serves the local community, 8 miles to the east of the city of Manchester and within easy commute from most of the North-West region. The school has been on a journey of improvement both in the quality of provision and in the development of facilities with a £1.3 million building project due to be completed by the end of 2022.

Rayner Stephens High School is very proud of our students' achievements and the improvements that have taken place since it was established. We have a strong ethos of ambition and aspiration embodied throughout the school. Rayner Stephens is a highly inclusive school and holds the Inclusion Quality Mark 'Centre of Excellence' for the level of provision that we provide. We embrace the fact that we are a small school, currently just over 600 learners, and we value opportunities this provides to create a strong community environment allowing us to know all our learners and colleagues as individuals and value their uniqueness.

Our aim is to provide the highest quality teaching and learning for our students so they can reach their full potential. We strive to ensure that all students are supported to achieve their goals and open the doors to future opportunities. We provide a dynamic curriculum which engages, inspires and challenges all our students

All Students follow a broad and balanced curriculum in Years 7,8 and 9 which not only prepares them for their examination courses, but also develops their skills, talents and interests so that they are prepared for the next stage of their educational journey. Our teaching staff know our students well, and to promote the best learning, staff engage and enthuse students through a wide range of learning activities which promote progress, achievement and enjoyment.

Our aim is to ensure our students become independent, lifelong students equipped with the knowledge and skills they will need to become successful adults, both in the workplace and in their personal lives.

Rayner Stephens is a vibrant, caring and inclusive school. There is a strong ethos of genuine mutual respect, integrity and community spirit where everyone can feel safe, included and well supported in a caring and happy environment.

Our Inclusion Team is the heart of our school. We have our ASPIRE centre dedicated to supporting the academic and emotional well-being of all our students. Our inclusion team work with individuals, groups and families to remove any barriers to progress.

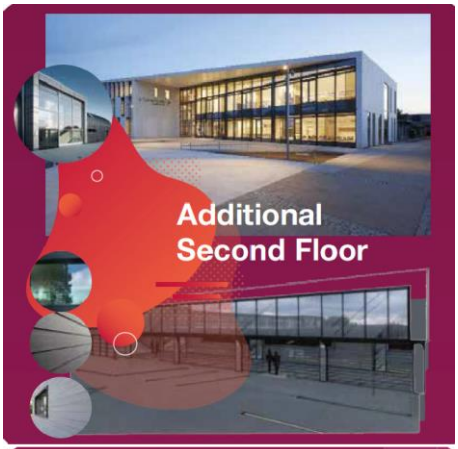
We have established strong professional values on the importance of good attendance, smart uniform, classwork and homework. We believe that our students learn best when they are happy and motivated and as such we ensure that we celebrate our students' achievements and reward their hard work and effort.

# About Us

## Rayner Stephens High School

At Rayner Stephens High School we are unashamedly aspirational for all students. We believe that every child should flourish and enjoy their time with us. There are a variety of student leadership programmes which are provided every year, throughout all curriculum areas. These help students to develop professional working relationships with their peers and act as representatives of the school.

We link with local colleges, universities and leaders in industry to provide a comprehensive range of activities and opportunities to inspire our young people throughout their time at Rayner Stephens. Every student is encouraged to build upon their strengths and develop new talents. We are committed to developing excellent partnerships and firmly believe that the skills, knowledge and expertise of those around us can be harnessed and developed for the benefit of our students and the wider community. Our aim is to secure strength in our partnerships, which will enable our students to access a wide variety of academic and enrichment opportunities.




Rayner Stephens High School has a state-of-the-art leisure facility for both student and community use 7 days a week. Our goal is to create that ultimate workout experience and use sport and physical activity as a driver for student health and well-being. Our award-winning community provision really shows the impact and importance of the school being a central hub site for sport, physical activity, health and well-being and community engagement. We have over 30 community clubs delivering a wide range of sessions each week for juniors and adults of all ability levels and activity preference.

A central aspect of our plan to reinvigorate and improve the student experience at Rayner Stephens High School is the redevelopment of the schools site to ensure that future students have access to the very best facilities for teaching and learning.

Stamford Park Trust, in collaboration with Tameside Council, is investing over £1.5 million in the next 18 months to turn this dream into a reality. Students will have access to some of the very best accommodation and resources available to support their learning and help them achieve their ambitions.

This is an exciting time to be part of the Rayner Stephens family as part of the wider Stamford Park Trust. We are very excited to have just completed work on creating new Science laboratories in the main body of the building allowing our students to benefit from state of the art facilities. We are also building additional classrooms by adding a Second Floor to a part of the school building. Students will then benefit from additional teaching spaces and a new modernised building providing a clean and modern environment.

The school will also benefit from planned upgrades within the Design Technology Department including replacements to heating systems, windows and lighting along with new resources for classrooms.

# How to Apply

We would expect that all prospective candidates spend some time reviewing our website where a vast array of further information about our school exists. However, should you require any additional information about this post or would like an informal discussion or visit, please contact us on telephone number 0161 338 2374 or email Thirza Partovnia on t.partovnia@rshs.spt.ac.uk.

To apply, please email your completed application and recruitment monitoring form to recruitment@spt.ac.uk

All applications that have been submitted electronically will receive an email from the school confirming receipt. A call will be made and an email will be sent to short-listed candidates with details of the interview process.

If you have not heard from us within 2 weeks of the closing date, please assume your application has been unsuccessful.

Rayner Stephens is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This position is, therefore, subject to a satisfactory enhanced Disclosure and Barring Service application. We are an Equal Opportunities employer with excellent CPD provision.

**Closing Date for Applications**
12:00pm Monday 17th April

Rayner Stephens HIGH SCHOOL

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# Job Description

## Teaching Assistant – Level 3

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|---|---|
| **Salary/Grade** | Grade E (SCP11 - 16) - Actual Salary £20,493 – £22, 455 |
| **Responsible to:** | Assistant SENDCo and SENDCo |
| **Working time:** | Term time only, 36 hours per week |

## Main purpose of the post:

To work within the team, with advice and guidance from the SENDCo and Assistant SENDCo, other senior leaders and teaching staff to undertake supporting students with all aspects of their learning. The role will involve delivering individual and small group academic and pastoral programmes both within the classroom environment and the Aspire Centre.

## Main Duties:

### 1. Support for students

- Supervise and provide particular support for students, including those with special educational needs, pupil premium students, and any others identified with a barrier to learning ensuring their safety and access to learning activities
- Support students with all aspects of their barriers to learning working predominantly in the ASPIRE Centre, delivering individual and small group academic and pastoral programmes and where appropriate providing additional support within the classroom environment.
- Assist with the development and implementation of Individual Education/Attitude to learning plans and Personal Care programmes
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities in the ASPIRE centre, small groups and led by the teacher
- Provide feedback to students in relation to progress and achievement under guidance of the SENDCO and class teachers.
- Track and monitor the progress of interventions delivered through the ASPIRE centre.
- Support students during examinations who have access arrangements in place.

### 2. Support for the Aspire Centre

- Ensure that all students are registered and have appropriate work during the lesson.
- Ensure that all students understand and are fully supported throughout the lesson.
- Responsible for monitoring behaviour choices and where appropriate sanctioning all students using the ASPIRE centre using the school's policy behaviour and attitude to learning of ASPIRE Centre.
- Ensuring ASPIRE centre records and filing are kept up to date.
- Responsibility for the up keep of resources, and displays in the ASPIRE Centre.

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- Manage incoming requests for pastoral support throughout the day.

### 3. Support for teachers

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, using the IEPs in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students' achievement, progress, barriers, etc.
- Administer routine tests and invigilate exams and undertake routine marking of students' work

### 4. Support for the curriculum

- Undertake structured and agreed learning and pastoral activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning and pastoral activities and assist students in their use.
- Liaise with class teacher so that you are fully prepared for any forthcoming lessons.

### 5. Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Establish constructive relationships with parents/carers
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- 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 students out of lesson times, including before and after school, break times 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.

**Safeguarding**

- To promote the safeguarding of children and follow all safeguarding and child protection related policies

## Other

- To work consistently to uphold the vision and values and those of the school and the Trust.
- To work in a cooperative and appropriate manner with all stakeholders
- To work with students and parents in a courteous, positive, caring and responsible manner at all time to enhance the reputation of the school.
- Comply with policies and procedures relating to child protection, health, safety and welfare, confidentiality, data protection and safeguarding, reporting all concerns to an appropriate person.
- Any other duties required by the class teacher, or the teacher in charge which is required within the scope of the post.
- Progress on all aspects of the job will be reviewed on a regular basis with targets identified and agreed within the performance management process.

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Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Over time, the specific duties of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the role or the level of responsibility entailed. Consequently, the school will expect to revise the job description from time to time and will consult with the post holder at the appropriate time.

The School will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

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NB: Rayner Stephens High School is part of the Multi Academy Trust – Stamford Park Trust who is the employer for all staff.

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# Person Specification

## Teaching Assistant – Level 3

| Attributes | Essential | Desirable | Evidence |
|---|---|---|---|
| **Qualifications** | • Learning Support Assistant or Teaching Assistant qualification.<br>• GCSE English and Maths, grade A - C | | Application form |
| **Work related experience and associated skills** | • Successful experience in supporting students in an education setting<br>• Awareness of how pupils learn, the factors which affect progress and how to motivate them<br>• Experience of working with students who have specific learning needs<br>• The ability to comply with the requirements needed to perform this role in relation to working with children and/or young people / vulnerable adults Knowledge of safeguarding legislation and personal responsibilities<br>• Knowledge of how to help adapt and deliver support to meet individual needs | | Application form/ Interview |
| **Personal Skills/Specialist Knowledge** | • Commitment to education and the value of learning<br>• Self-motivated and committed to personal development<br>• A flexible approach to work; the ability to adapt to different environments within the school and to the needs of different children<br>• Ability to demonstrate sensitivity, empathy and understanding to help build good relationships with students facing barriers to their learning<br>• An ability to work well as an individual and as a member of a team<br>• A commitment to equal opportunities and awareness of the needs and sensitivities of students from a range of cultural backgrounds and/or disabilities<br>• Excellent communication and interpersonal skills<br>• Good ICT skills, particularly using ICT to support learning<br>• A commitment to getting the best outcomes for all students and an enthusiasm for providing quality support<br>• An understanding of and a genuine commitment to the values of the school and Trust. | | Application form<br>Interview<br>References |