



# **BOURNVILLE** SCHOOL

## **TEACHING ASSISTANT**

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST





## **10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE**

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- ☐ No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- ☐ Comprehensive support package for NQTs, and a development package for NQTs + 1.
- ☐ No requirement to work late and emailing after 7pm is strongly discouraged.
- ☐ Centralised behaviour detentions including lates.
- ☐ Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- ☐ Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- ☐ Flexible working is supported wherever possible.
- ☐ Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- ☐ A supportive Special Leave Policy.
- ☐ Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

## **WELCOME - *CEO of the Trust and the Head of Academy***

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Dear Candidate

Firstly, thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

Fairfax Multi-Academy Trust was established in 2014 and is grounded in the values, established over 60 years ago, of the founding MAT School – Fairfax.



I joined Fairfax in 2007, and like you, had a choice about where to work. I came to Fairfax because I believed in its values: tradition; excellence; ambition; dedication; integrity. Gordon Philpott, the founding Head Teacher of Fairfax, was passionate about social mobility. He believed that all of his pupils, many of whom would be considered disadvantaged today, deserved nothing less than excellence. I knew there was no better school to join if I wanted to make a difference. It is the very same inspiration that continues to drive our teachers, leaders, governors and support staff across the Trust today. We are looking for individuals who share our drive and ambition to make a difference to the lives of our pupils.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a difference!

Yours sincerely

A handwritten signature in black ink, appearing to read 'Chris Stevens', followed by a long horizontal line.

**Mr. Chris Stevens**  
**Interim CEO | Fairfax Multi-Academy Trust**

## **WELCOME** - *Head of Academy*

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Dear Candidate,

Thank you for your interest in Bournville All Through School. Bournville is a traditional school with a rich history rooted in the community it serves and has an ambition to become one of the leading schools in the West Midlands, indeed the country.



We are an inclusive school where everyone works together to be the very best they can be. The school is a tolerant community that welcomes all and celebrates diversity.

Our ethos is simple. We expect a lot of our students – we expect them to work very hard to fulfil their potential and reach the highest standards through high quality teaching and caring support. We aim to keep them safe and happy so that they discover and learn new things, and achieve whilst at school. We do all we can to prepare them for the next steps in their education and future quality employment, equipping them to be able to lead a fulfilling and successful life. We aim to provide an outstanding platform for them to be the best they can be.

Our standards are high. We expect all students to wear our full uniform, attend well, behave appropriately and support each other. We expect them to give their best effort and believe that there is dignity in hard work. This is reflected in our school motto, "Everyone. Every Lesson. Every Day."

Our primary provision opened in September 2016 creating the first all through school in South Birmingham. As an all through school we are uniquely placed to offer many benefits to our students. Primary children will be able to access the sort of specialist teaching rarely available in a traditional primary school. They will benefit facilities such as IT, Music, Drama and Modern Foreign Languages. When it comes to transition they will have an established group of friends and be well known to us, their needs will be met and understood enabling them to move into the secondary phase feeling happy and appropriately supported.

We look forward to welcoming you into our family.

Yours sincerely

A handwritten signature in black ink that reads "J Cottle".

**Mrs J Cottle**  
**Head of Academy**

## CONTEXT - *Our shared mission and values*

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Our mission and values are clear, consistent and simple to understand. We aim to develop articulate, resilient and ambitious students, regardless of background, with the knowledge, skills and attitudes to excel in modern Britain.

### **Excellence**

*We strive for the highest quality to ensure excellent outcomes.*

### **Dedication**

*We believe there is dignity in hard work and effort.*

### **Ambition**

*We want the very best for all our students.*

### **Integrity**

*We believe in openness and transparency.*

### **Tradition**

*We believe in old fashioned manners, courtesy and respect.*

## CONTEXT - *Our academy*

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Bournville is a school with a proud history and distinct tradition. Before Bournville became a comprehensive school in the 1970s it was previously two sibling grammar schools: Bournville Girls Grammar School and Bournville Grammar-Technical School For Boys, previously known as Bournville Boys Technical School. The technical school for boys, the city's first technical school, opened in October 1955. The pioneering technical school later combined with the girls' grammar school on the same site. The boys' school was organised along 'Public School' lines with four houses—Belmont, Griffin, Manor and Woodlands.

There have been a number of changes at Bournville in the intervening years; we became an all through school in September 2016 and said goodbye to our last cohort of sixth form students in July 2017. However, we stay true to our traditions and roots at Bournville –our students wear their blazers and ties with pride. Our three houses, Boulton, Tolkien and Cadbury were named by our pupils who are keen to acknowledge the contributions of their Birmingham forefathers whose literary, engineering and philanthropic legacies are still much in evidence today.

We have a proud musical and sporting history and we are unashamedly ambitious for all our students. Every child that passes through the Bournville gates is a 'Griffinian', following in the footsteps of thousands of 'Old Griffinians' who have walked our schools corridors and succeeded in our classrooms. The Griffin is the symbol of our school and a unifying force in binding us all along our shared mission and values.

Challenges the academy and department faces (Jo to complete)

As evidence in our recent Ofsted report, Bournville School is rapidly improving and our reputation within the local community is growing. The challenges we face as an academy this year are ensuring that our most able pupils make the progress they are capable of and continuing to narrow the gap for pupil premium students along with improving the attendance of our pupil premium youngsters.



<b>DEPARTMENT</b>	<b>SEND Team</b>
<b>RESPONSIBLE TO</b>	SENCO
<b>LINE MANAGEMENT OF</b>	
<b>WORKING HOURS</b>	32.5 hours per week with half an hour unpaid lunch break
<b>WORKING PATTERN</b>	Monday to Friday: 8.30 until 15:30, Term Time only
<b>SALARY</b>	FTE Salary FMAT SC5 - £21,074 - £23,111 per annum Actual salary £16,188.46 – £17,753.23 per annum
<b>HOLIDAY ENTITLEMENT</b>	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 and organising/facilitating literacy based interventions such as Alpha to Omega. 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 organise and run literacy based interventions to support pupils with Cognition and learning difficulties.
- 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 organise and facilitate a reading buddy scheme.
- 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 act as a reader/scribe for a named student/students during the examination period.
- h) To work with an individual student in withdrawal sessions, if required.
- i) To monitor the conditions in the classroom and suggest appropriate changes to ensure the effective inclusion of students with identified SEND 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 be available to attend field trips, residential and weekend school events if required.
- e) To carry out access arrangement support, as and when required
- f) To be aware of school policies and procedures and implement them
- g) To be aware of confidential issues linked to home/ pupil/ teacher/schoolwork and to keep confidences as appropriate
- h) 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
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>NVQ Level 3 in Teaching &amp; Learning in Schools or Level 3 Qualification in Early Years and Child Care or equivalent.</li> <li>Demonstrate levels of numeracy and literacy equal to GCSE (A – C)</li> <li>Experience of working in a school</li> <li>Experience of assisting with the physical/ personal care of our male students.</li> </ul>	<ul style="list-style-type: none"> <li>Experience working with children with specific social and emotional needs.</li> <li>Experience of GCSE English</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Managing/facilitating literacy interventions</li> <li>Having knowledge of Alpha to Omega or similar interventions for pupils with Cognition and Learning difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>Working with a range of different students in English and other subjects</li> </ul>
<b>Knowledge and understanding</b>	<p>The TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The National Curriculum structure especially English;</li> <li>Have awareness of policies and procedures relating to child protection, health and safety, equal opportunities, confidentiality.</li> </ul>	<p>In addition, the TA might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>The different ways in which children learn;</li> <li>The issues related to disadvantaged sections of the community.</li> <li>The English GCSE curriculum</li> </ul>
<b>Skills and abilities</b>	<p>The TA will be able to:</p> <ul style="list-style-type: none"> <li>Manage and lead on supporting interventions as well as keeping a record of data to monitor the effectiveness of the intervention.</li> <li>Contribute to a range of teaching, learning activities related to dyslexia and literacy difficulties.</li> <li>Demonstrate excellent communication and written skills with high expectations of learning and behaviour</li> <li>Demonstrate good ICT skills;</li> <li>Work independently and as part of a team.</li> </ul>	<p>In addition, the TA might also be able to:</p> <ul style="list-style-type: none"> <li>Have the ability to work effectively and network with a wide variety of support services;</li> <li>Plan, monitor and assess;</li> <li>Experience of one to one teaching and strategies in relation to Cognition and Learning;</li> <li>Take responsibility, with minimum supervision, for organising and facilitating work programs over an extended period to groups of children with complex needs;</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>Calm under pressure.</li> <li>Maintains confidentiality.</li> <li>Enthusiastic.</li> <li>Ability to adapt to a variety of situations.</li> <li>Shows initiative.</li> <li>Willingness to participate in INSET days and attend courses for their own professional development</li> <li>Have a sense of humour</li> <li>The ability to prioritise own time, with an emotional resilience when working under pressure to tight deadlines with a sense of balance and perspective.</li> </ul>	