

# GOOSEACRE PRIMARY ACADEMY



Astrea Academy Trust  
INSPIRING BEYOND MEASURE

**TEACHING ASSISTANT  
BEHAVIOUR**

**CANDIDATE PACK**



# Open Letter from our Principal

Dear Candidate,

Thank you for your interest in this role at Gooseacre Primary Academy. It is an extremely exciting time for Gooseacre Primary Academy, as we continue to strengthen shared practices and collaboration, with a shared focus on improving pupil outcomes across all phases of education.

Gooseacre Primary Academy judged as “good” in March 2020 by Ofsted. with the recognition that the academy has a “strong culture of learning and achievement runs through the school.” and that “Gooseacre Primary Academy is a happy, caring community and pupils thrive here”.

We are committed to ensuring that each child is developed to their full potential in all aspects of education, not solely just attainment. The qualities and dispositions of Happiness, Curiosity, Scholarship, Tenacity and Respect are key to what we believe and what we must encourage and develop in our pupils, families and staff.

Staff within our academy and trust will benefit from a wide range of networks and development opportunities. We offer a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

I very much hope you are interested in joining our academy / trust at this exciting time in our journey. If you would like any further information about the school or the role, please do not hesitate to contact the school.

I look forward to meeting with you and receiving your application.

Best Wishes,

**Jack Moore**

**Principal at Gooseacre Primary Academy**

*Curiosity*

*Happiness*

*Respect*

*Tenacity*

*Scholarship*

## We can offer you:

*Enthusiastic and caring children who are keen to learn.*

*An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.*

*An opportunity to make a difference to the lives of the young people and families.*

*Commitment to your continuing professional learning and career development.*

*A hardworking team who are committed to promoting high achievement across the curriculum and school.*

*A good humoured, industrious, highly skilled and enthusiastic staff team.*

*Supportive and effective leadership.*

*Access to the Local Government Pension Scheme and our Employee Assistant Programme.*

*Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.*

**Curiosity**

**Happiness**

**Respect**

**Tenacity**

**Scholarship**

# Job Description

**JOB TITLE:**

Teaching Assistant

**REPORTING TO:**

Class Teacher

**SALARY RANGE:**

£21,968 - £22,777 per annum

**ACTUAL SALARY IF PRO RATA:**

£13,894 - £14,406 per annum

**CONTRACT TYPE:**

Permanent

**WORKING PATTERN:**

27.5 hours per week, 39 weeks per year

Term time plus 5 INSET days

*Curiosity*

*Happiness*

*Respect*

*Tenacity*

*Scholarship*

# Role Description

## Purpose

- To work under the guidance of SLT and Teaching staff to implement agreed work programmes both within and out of the classroom.
- To assist teaching staff by supporting the behaviour needs of pupils through school.

## Main Duties and Responsibilities

- To be a point of reference throughout the day to SLT/Teaching staff regarding individual behaviour needs of specific children on a lesson by lesson basis.
- Provide the best opportunity for learning by reducing barriers created by difficult or undesirable behaviour.
- Attend to the pupils' personal needs and implement related personal programmes ,including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate
- Support pupils in accessing learning activities as directed by the teacher.

## Support for the Teacher

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils work
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed
- Undertake pupil record keeping as requested and other basic record keeping
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed
- Provide clerical/administrative support e.g. photocopying, typing, filing.
- Ensure the maintenance of a clean and orderly working environment
- Timely and accurate preparation of routine equipment/resources/materials as set out in instructions
- Assist the teacher with learning activities ensuring health and safety and good behaviour of pupils.

## Support for the Curriculum

- Support pupils to understand instructions
- Support pupils in all areas of the curriculum
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use
- Monitor and arrange orderly and secure storage of supplies
- Operation of every day equipment in accordance with instructions
- Maintenance of every day equipment, check for quality/safety
- Undertake simple repairs and report other damages.

## Support for the School

- To monitor and evaluate pupil responses to behaviour strategies.
- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings and participate as required
- Participate in development and other learning activities and performance development opportunities as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

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*Happiness*

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# Person Specification

## Experience

- Previous experience working with children in Primary Education
- Experience of working with children with challenging behaviour
- Experience of working with children with additional needs.

## Education and Qualification

- Willingness and ability to obtain and/or enhance qualifications and training for development in the post
- Good literacy /numeracy skills
- Good communication and interpersonal skills
- First aid certificate - desirable
- Knowledge of Child protection procedures
- Basic understanding of child development and learning
- Knowledge of national curriculum and other development
- Knowledge of general school policies and procedures – desirable.

## Skills and Knowledge

- Good behaviour and management skills
- An advocate and supportive role model for pupils with SEND and SEMH
- Ability to establish effective relationships that motivate change and personal growth
- Kind, caring and compassionate
- Good sense of humour
- Ability to work as part of a team
- Willingness to attend additional training where required
- High professional and personal standards
- Ability to deal appropriately with challenging situations
- Can operate with the highest standards of personal conduct, discretion and integrity
- A willingness to share information and expertise
- A commitment to ongoing personal development
- A flexible approach to accommodate the changing needs of the academy.

**This is not exhaustive.**

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

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# About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

## Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

## Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

## A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)

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Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

## Astrea Talent Programme

*We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.*



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