

HAMMERSMITH

Academy

TEACHING ASSISTANT

INFORMATION PACK – JUNE 2019



TEACHING ASSISTANT

SALARY RANGE:	Scale 3 Pts 14-17
SALARY:	£20,716-£21,677 per annum Actual Pro-rata Salary - £17,874-£18,703 per annum
HOURS:	8am – 4.30pm (37.5 hours per week) Term Time only (39 weeks)
START:	September 2019

The Headteacher and the Governors of the Hammersmith Academy Trust invite applications for a Teaching Assistant at this state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18 year olds. Sponsored by City of London Livery Companies; the Mercers' Company and the Information Technologists' Company, the Academy opened in September 2011 to Year 7 and Year 12 students and has grown to 859 on roll.

Applications are welcomed from suitably qualified candidates with the appropriate skills, vision and desire to work at the Academy, where expectations are high and there is a strong focus on student achievement.

BACKGROUND TO THE ACADEMY

The Academy (www.hammersmithacademy.org) combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy's specialisms in ICT and Creative and Digital Media.

The Academy is oversubscribed and continues to be highly successful, with over 800 applications for 130 spaces in Year 7 for 2018.

A Vision and Ethos statement is provided within the application pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful Academies and in areas of significant Academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers' other Academies in the West Midlands combined with the Information Technologists' experience of Academy improvement at Lilian Baylis Academy in Lambeth and their expertise and industry contacts in IT and Digital and Creative Media.

The Hammersmith Academy has the support of, and access to, the expertise and educational networks of the Mercers' group of 15 schools and colleges, which includes the nearby, highly acclaimed St. Paul's schools' (Independent), two 6th Form Colleges in the South-east, as well as the Thomas Telford family of Academies. Further details of the sponsors' educational activities can be found on their websites www.wcit.org.uk and www.mercers.co.uk. The sponsors also have strong links with international IT industries and with the City of London.

The role: Teaching Assistant

Reporting to: SENCO

We are seeking to appoint a dynamic and inspiring Teaching Assistant to join the inclusion team. The successful candidate will demonstrate the ability to support students and teachers to inspire a love of learning and a passion to succeed.

As Teaching Assistant, you will need to demonstrate the following in the development of a successful Academy in line with the sponsors' vision:

- Excellent literacy and numeracy skills;
- Passion and drive to raise educational standards and ideally a desire to become a fully qualified teacher or a HLTA;
- An inclusive approach to an Academy ethos of achievement;
- Commitment to the development of students as effective autonomous learners;
- Commitment to modern technology and on-line learning approaches;
- Determination to achieve ambitious targets and outcomes;
- Responsibility and accountability for all decisions taken;
- Ability to work effectively with others and represent the Academy to the local and wider community;
- Utilise the most appropriate resources and ensure that they are used efficiently, effectively and safely whilst providing value for money;
- Play a key role in the pastoral structure within the Academy;
- Develop and implement policies, plans, targets and practices within the context of the Academy's vision and ethos.

Job Description

Accountability

- You are accountable to the SENCO for all work undertaken.

Management Responsibilities

- To contribute positively towards developing the Academy's ethos, philosophy and ideology.

Specific Responsibilities

- To support individuals and groups of pupils to help them learn.
- To support teachers, parents and other colleagues to help create an effective and purposeful learning environment.
- To promote inclusion and acceptance of all pupils in the school, including those with physical, learning and behaviour difficulties.
- To work with teachers to assess the needs of individual children.
- To work with the SENCO and other teachers to implement Individual Education Plans and develop resources for pupils who have English as a second language, speech or language impairments, or behaviours that interfere with learning and/or relationships.
- To plan and facilitate small group teaching.
- To plan and undertake direction for one to one teaching and intervention.
- To observe, record and feedback information of pupil performance.
- To assist in creating materials for curriculum delivery and display boards.

- To assist with whole class teaching.
- To assist with behaviour management within and outside the classroom.
- To provide off-site community based opportunities for pupils, if appropriate to the job assignment.
- To assist pupils' achievement outside of the classroom, e.g., computer lab, library.

Community Responsibilities

- To work with parents, Local Authority specialists, business partners and educationalists as appropriate.

Appraisal Responsibilities

- Be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of the student and staff needs.

Health and Safety

- To contribute to a safe and healthy workplace by following health & safety instructions and policies.
- To report accidents and hazards.
- Generally to care for one's own safety and that of others, including volunteers, students and parents, who may possibly be affected by actions or inaction.

Other Responsibilities

- To be aware of and comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- To contribute to the overall ethos/work/aims of the Academy.
- To uphold confidentiality at all times regarding the Academy's staff and students.
- Compliance with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To actively comply with and promote all working policies and procedures.
- To present a positive personal image, contributing to a welcoming Academy environment which supports equal opportunities.
- To carry out other reasonable tasks from time to time as directed by the line-manager and the Headteacher.

PERSON SPECIFICATION AND SELECTION CRITERIA

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Numeracy and literacy competence with GCSE or equivalent in Maths and English Good IT skills Minimum of Level 3 or equivalent qualification Willing to undertake further training 	<ul style="list-style-type: none"> Current First Aid Certificate A degree in English, Maths or Science
Experience	<ul style="list-style-type: none"> Knowledge and understanding of the UK education system Managing resources effectively Working with young people 	<ul style="list-style-type: none"> Use of ICT for curriculum and administration purposes Working with others in developmental work Knowledge and understanding of strategies for ensuring equal opportunities for staff and students Knowledge and understanding of the implications of the Creative and Digital Media Specialism
Leadership & Management Skills	<ul style="list-style-type: none"> An ability to prioritise, plan and organise work whilst in a busy environment An ability to deal appropriately with sensitive or difficult situations with clients/customers or members of the public An ability to achieve challenging professional goals Proven ability to manage your own time effectively Ability to take responsibility for your own professional development 	
Decision Making Skills	<ul style="list-style-type: none"> Proven ability to make decisions and solve problems <ul style="list-style-type: none"> Judge when to make decisions, or consult with others, or defer to the line manager Analyse, understand and interpret relevant information and data Think creatively and imaginatively to anticipate and solve problems and identify opportunities Ability to respond quickly and effectively to changing situations 	
Personal Qualities	<ul style="list-style-type: none"> Excellent communication skills – communicating effectively, orally and in writing with staff, students, parents, governors, external agencies and the wider community, including businesses 	

	<ul style="list-style-type: none"> • Patience and empathy • Personal impact and presence • Adaptability to changing circumstances and new ideas • Energy, vigour and perseverance • Highest possible expectations of self and others • Self-confidence and enthusiasm • Intellectual ability • Vision, imagination and creativity • Reliability, loyalty and integrity • Ability to manage and overcome setbacks • Ambition and the potential for further promotion • An excellent record of attendance and punctuality 	
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HOW TO APPLY

Please complete the **application form**, which includes a supporting statement, and a monitoring form. CVs alone will not be accepted.

Please send your completed application form by email to: hr@hammersmithacademy.org

The closing date for receipt of applications is: **Tuesday, 2nd July 2019 at 9am**

Interviews will take place: **Week beginning Monday, 8th July 2019**

All applications will be initially acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

Additional information about Hammersmith Academy can be found by going to our website:

www.hammersmithacademy.org

Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. These posts are subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.

Hammersmith Academy is an Equal Opportunities employer and does not discriminate on grounds of gender, race, age, disability or marital status.

Please note that, as part of Hammersmith Academy's Green approach and our commitment to reducing the impact of vehicular access to the Academy on the local and global environment, there is very limited parking and all staff are therefore encouraged to travel to work by public transport.

INSPIRE CREATE SUCCEED

Vision

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

Values

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

The HA WAY - HA learners demonstrate:

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

Students leaving the academy will have the following profile:

- A strong portfolio of accredited achievement;
- A highly developed sense of responsibility and pride in their own performance;
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability;
- An ability to work collaboratively and develop team cohesion;
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

Developing character and a growth mind-set - Be better than you thought you could be

Good character development coupled with academic success is essential to a high quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success. We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

Knowledge is power

Knowledge creates power. First, Intellectual power- -primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power – a deep understanding of the links between self-management and problem solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

Leading is achieving

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.