



Wyvern
Academy

Enriching Lives, Inspiring Ambitions

RECRUITMENT PACK

Teaching Assistant



Consilium
Academies

Enriching Lives, Inspiring Ambitions

Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton
Chief Executive of Consilium Academies.

Welcome from the Headteacher

Dear Candidate,

Thank you for expressing an interest in joining Wyvern Academy and Consilium Academies. This post gives you the exciting opportunity to join a strong and developing team in a vibrant, happy, inclusive school and to make a real difference to the lives of our young people, being ready to be successful in their next chapter. I hope this provides some useful context and helps you to decide whether you would be a good 'fit' within our school and Trust.

Our most recent Ofsted and IDSR report from 2019 are now considerably out of date and do not reflect the school you see today. We have made great strides in leaving this behind in the last year. We are a school that is seeking to meet and exceed our PAN (140) in September 2023. We are anticipating that our Year 7 student numbers increase by 15% for September 2022, and are collectively working very hard in order that our student recruitment realises our aims.

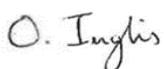
We have undertaken a great deal of work since September 2021 to fully review the Vision and Values for the school in order to support rapid improvement. We are at an exciting time where we have recently recruited into areas of our provision that was underdeveloped, such as whole school literacy and personal development and are already beginning to see the 'green shoots' of opportunity flourish. Our leadership team has increased in capacity - a new Deputy Headteacher who has joined us, with a new Assistant Headteacher joining us in September 2022. Some other notable highlights are our extensive work on our curriculum in order that the intent and implementation supports a much improved impact; the great focus on reading as a passport to lifelong learning and being part of 25 minutes of every school day and the commitment to accommodating the needs of all learners, always.

We have an excellent CPD and induction offer for our staff that is supported by our Centre for Professional Learning (CfPL): at any point in your career, you will be well looked after.

Wyvern Academy really is a great place to work and we are proud to be part of the Consilium Academies Trust of nine schools. Our most recent staff and parent surveys highlight this: 94% would recommend the school to another parent; 89% agree that the school has high expectations for their child; 96% say their child feels safe at this school; 100% of staff feel that this is an improving school; 93% of staff felt that senior leaders and line management help and support them in their work. A recent report by our Trust improvement partner demonstrates our current climate for learning: "Pupils are bright-eyed and keen to learn across subjects, year groups and ability sets. Pupils' behaviour in class, and their relationships with each other and adults in class are great."

Our students are truly fantastic and they deserve an excellent appointment. We really care about them and their futures and pride ourselves on excellent relationships. You can see them - and us - and get a better sense of what we are about on our website here.

I hope that this is the right opportunity for you; good luck with your application.



Mr Owen Inglis

Headteacher – Wyvern Academy



About the Academy

Wyvern Academy is a coeducational secondary school with academy status, located in the Branksome area of Darlington, County Durham, England.

As a Consilium Academy, Wyvern Academy is built on the values of the Consilium charter. The purpose of the charter is to ensure our mission and values translate into practice within our Academies, ensuring that every student benefits from our distinctively inclusive ethos.

At Wyvern Academy, we believe in:

Partnerships – Collaboration is the key to success. We work together to deliver on the promise set out in our mission statement.

Opportunity – Our aim of “Enriching Lives, Inspiring Ambitions” applies to all members of our Trust community, with our inclusive approach delivering a breadth of opportunities to give each individual the chance to fulfil their potential and prosper.

Integrity – Through our student-centred approach, advantage and ability are never seen as a ticket to involvement. We believe in every child’s right to high-quality education and access to amazing opportunities – irrespective of their individual circumstances. Integrity at Consilium means always putting students at the heart of everything we do.

Equity – We are truly inclusive, believing passionately that every student should be given the skills and support needed for them to meet their full potential. We are aspirational for all of our students, and we will ensure every student has the opportunities they need to achieve the highest of ambitions.

Excellence – We don’t settle for second-best, our standards are always high and we support everyone across the Trust to achieve them.

People-Centred – We genuinely want the best for each member of Consilium, that’s why everyone is treated with the highest level of respect. Our inclusive culture inspires us to be bold and engenders trust. It brings us together in ways that help us make a difference

About the Trust

The Consilium Mission

“Enriching Lives, Inspiring Ambitions”

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations.

Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.

Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.

Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

About the Role

Job Title: Teaching Assistant

Start date: ASAP

Hours: 18 hours per week, term time + 5 days

Contract: Permanent

Salary: Grade 4 (NJC Scale Points 6 – 8) actual salary £8,942 - £9,303

We are looking for an enthusiastic and motivated Teaching Assistant to join our Learning Support Department here at Wyvern Academy. The successful candidate will present the best possible example of professional standards to colleagues.

The role of the Teaching Assistant will be to work under the instruction/guidance of a teacher to provide work, care and support programmes to pupils.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils.

If you feel you share our values and are committed to ensuring that students fulfil their potential, then we would like to hear from you.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to James Wilkinson (James.Wilkinson@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is 6th October 2022 at 9am

Proposed Interview Date is 10th October

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.

Job Description

| | |
|-------------|---------------------------------|
| Job Title: | Teaching Assistant |
| Reports to: | SENDCo |
| Based at: | Wyvern Academy |
| Grade: | Grade 4 (NJC Scale Point 6 – 8) |

Main purpose of the Role

To work within the main teaching areas to assist the teacher in the management and support of pupils in the classroom. To enable access to learning for pupils across all ages and all subject areas.

Core Responsibilities & Tasks

Support for the Pupils

- Encourage pupils to interact and work cooperatively and engage with all activities. Promote independence and employ strategies to recognise and reward achievement.
- Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS1/2, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

Support for Teachers

- Assist with creating and maintaining a purposeful, orderly and supportive environment.
- Plan learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determine the need for, prepare and maintain general and specialist equipment and resources and assist pupils in their use.
- Provide and record detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encouraging pupils to take responsibility for their own behaviour.
- Undertake routine marking of pupils' work.
- Establish constructive relationships with parents/carers.
- Be responsible for keeping and updating records as agreed with the SENDCO, through the monitoring and evaluation of pupils' responses to learning activities through observation of achievement against pre-determined learning objectives.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupils' responses/needs.
- Administer routine tests, invigilate exams, and accurately record achievement and progress.

General Tasks

- 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.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Assist in meeting the physical care needs of pupils as required.

Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

| Person Specification | | |
|---|-----------|-----------|
| | Essential | Desirable |
| Experience | | |
| Experience of working with secondary pupils with additional needs. | X | |
| Very good Numeracy/literacy skills (equivalent to Level 2 English and Maths). | X | |
| Qualifications/Training: | | |
| NVQ 3 for Teaching Assistants or equivalent qualification or experience. | X | |
| 5 GCSEs at Grade 4 or above or equivalent. | | X |
| Knowledge/Skills: | | |
| Knowledge of relevant policies/codes of practice and awareness of relevant legislation. | | X |
| Ability to relate well to children and adults within an educational setting. | X | |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these. | X | |
| Working knowledge of national curriculum and other relevant learning programmes. | X | |
| Understanding of principles of child development and learning processes and in particular, barriers to learning. | X | |
| Ability to plan effective actions and deliver interventions for pupils at risk of underachieving. | X | |
| Full understanding of the range of support services/providers. | | X |
| Ability to evaluate your own learning needs and actively seek learning opportunities. | X | |
| English Fluency | | |
| Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad | X | |
| Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English or Welsh by a recognized institution abroad (and from September 2017 this includes Welsh second language GCSE | | X |