



# TEACHING ASSISTANT – FIXED TERM UNTIL 20.07.2020

## Part-time

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** – *Head of Academy*

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Dear

Candidate

Education is the bedrock for a successful and fulfilling life. Our aim is to prepare each and every student to succeed in a 21<sup>st</sup> Century workplace and have the skills and competencies to do this. Our broad and balanced curriculum underpins our ethos of creativity, innovation and mastering of the basics; reading, writing, communicating and mathematics.



We are proud of our pedigree both locally, nationally and internationally through our endeavours with the Duke of Edinburgh Award, World Challenge Expeditions and cutting edge Teaching and Learning initiatives. Our House system provides the support, challenge and competition to help students develop the confidence to achieve more and our Annual Eisteddfod celebrates our artistic talent. Fairfax succeeds in a variety of local and national sport team events; including our physically disabled students who regularly take part in regional Zone Hockey competitions.

My personal aim is to ensure that each student's individual experience is as enjoyable and rewarding as possible. I believe in the basics and will relentlessly pursue excellence in punctuality, behaviour, uniform and respect for one another. The mantra of 'All of us, all of the time' resonates throughout Fairfax in everything we do.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'DB' followed by a flourish.

**Debbie Bunn**  
**Head of Academy**

January 2020

Dear Applicant

**Re: Teaching Assistant – Fixed Term**

Thank you for your interest in the above post. Please find enclosed:

Application form  
Recruitment Monitoring Sheet  
Job description  
Person Specification  
An introduction to Fairfax School  
Support Staff Information

The closing date for this post is Friday 24<sup>th</sup> January 2020 at 09:00.

Completed application forms should be returned to Jenny Piper, HR Manager. If you have any queries prior to completing your application form, please contact Jenny on 0121 378 1288 ext. 3233.

We have regularly attracted large numbers of quality applications over the past few months. Consequently we are unable to respond to each applicant. If you have not heard from us within 14 days of the closing date, please assume that you have been unsuccessful on this occasion.

**Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check is required for all successful applicants.**

We look forward to hearing from you.

Yours faithfully



**DEBORAH BUNN**  
**Head of Academy**

## CONTEXT - *Our school*

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Fairfax Academy is much larger than the average comprehensive school. It serves the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of students with special education needs is below average. However, the proportion with a statement of special educational needs is much higher than average because the school manages specially provision for students with a range of physical disabilities. The proportion of students known to be eligible for the pupil premium is average, as is the percentage of students from minority ethnic groups.

## POSITION – *Teaching Assistant- Fixed Term Appointment*

## *Support Staff Team*

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An unusually large, diverse and effective range of support staff bring additional quality, care and expertise to our educational provision. A team of Teaching Assistants work with students in and outside of lessons.

A large range of other support staff are employed to manage the school's finance, payroll and HR functions, to provide IT support, administrative and technician support as well as caretaking, grounds, cleaning and in-house catering and lunchtime supervision.

In all there are around 59 support staff and the team continues to adapt to the changing needs of the school. All staff benefit from the clear line management structure and regular opportunities for training and development. Full induction programmes and a mentor are provided for all new appointments.

Support staff are fully integrated into the life of the school. They are involved in all of the school's training days, whole school discussion groups and staff meetings. Support staff are encouraged to become involved in the day to day life of the school community and play significant roles in the numerous House activities, sports and extracurricular events (including educational visits).

The person appointed will have a 'can-do' attitude and a commitment to working as part of a team to meet standards. They will conduct themselves in a professional manner and be able to build and maintain effective relationships with staff, pupils, visitors and the community we serve. Ideally, they will have similar experience of working within a school environment but must be able to demonstrate excellent skills to fully undertake the duties on the job description.

## POST - *Person Specification*

Attributes	Essential	Desirable
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>NVQ Level 2 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 students.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Experience working with children with specific social and emotional needs.</li> <li>Experience working with families.</li> </ul>
<b>Experience</b>		<ul style="list-style-type: none"> <li>Working with a range of different students</li> </ul>
<b>Knowledge and understanding</b>	<p>The TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>support mechanisms for teaching staff;</li> <li>the National Curriculum structure;</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>behaviour-management strategies;</li> <li>the issues related to disadvantaged sections of the community.</li> </ul>
<b>Skills and abilities</b>	<p>The TA will be able to:</p> <ul style="list-style-type: none"> <li>contribute to a range of teaching, learning and pastoral activities;</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;</li> <li>take responsibility, with minimum supervision, for delivering work programmes 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>	



## **SUBJECT – Job Description**

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<b>DEPARTMENT</b>	<b>SEND Team</b>
<b>RESPONSIBLE TO</b>	SENCO
<b>LINE MANAGEMENT OF</b>	No one
<b>WORKING HOURS</b>	26 hours per week with half an hour unpaid lunch break
<b>WORKING PATTERN</b>	Four days per week: 08:10 until 15:10, Term Time only
<b>SALARY</b>	FMAT Pay Scale –      Level 2 Teaching Assistant Scale 3 Level 3 Teaching Assistant Scale 5
<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, pastoral care and assisting with the physical/personal care of our students as and when required. 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 act as a mentor to a named student/students with special needs ensuring that their needs are effectively communicated and met, liaising with other members of the team to this end.
- 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 produce comprehensive, coherent and legible notes from lessons if a student is absent.
- 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 request, collect and circulate information on up-coming work and assessment procedures two weeks ahead of time.
- h) To provide physical help with tasks when required whilst encouraging independence.
- i) To physically assist in PE and Swimming sessions if required.
- j) To provide support with bathroom/toilet management and personal hygiene if required.
- k) To assist with movement around the school and provide support at lunchtime and break if required.
- l) To act as a reader/amanuensis for a named student/students during the examination period.
- m) To carry out physiotherapy for a named student/students at designated times if required (according to the instructions given by a trained physiotherapist).
- n) To work with an individual student in withdrawal sessions, if required.
- o) To monitor the conditions in the classroom and suggest appropriate changes to ensure the effective inclusion of students with physical disabilities, visual impairment or hearing impairment 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 drive school vehicles and undertake school and LEA minibus training as appropriate.
- e) To be available to attend field trips, residential and weekend school events
- f) To carry out exam invigilation, as and when required
- g) To be aware of school policies and procedures and implement them
- h) To be aware of confidential issues linked to home/ pupil/ teacher/schoolwork and to keep confidences as appropriate
- i) 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 and Information and Systems Manager may from time to time determine

**Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants**