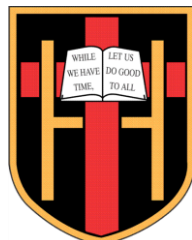




Candidate Information
Teaching Assistant Level 2
Harris Church of England Academy

About the Multi Academy Trust (MAT)



The MAT

The Diocese of Coventry MAT Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

To build a better future for all within our Academies who in turn will positively impact their communities.

Our aspirational and measurable outcomes are:

- Every lesson to be good or better
- Every child expected to make progress at least, and for many, above national expectations
- Every Academy to be well led and governed
- All teachers motivated to self-improve and aspire to excellence
- All academies to be judged good or better at Section 48 inspections

About the Role

The trust is looking to appoint an inspirational and highly effective Teaching Assistant who is committed to supporting Harris Church of England Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

About the Academy

The academy opened in January 2014 under the leadership of Headteacher, Michael Stoppard. In this role, you will have the opportunity to work with the MAT and other Church School partners to transform the educational experiences of the children of Rugby.

Applications

Thank you for your interest in this post. Candidates are welcome to visit the school. Please contact Ms C Bult on 01788 812549 to make arrangements

Completed applications and supporting documents should be sent via email to recruitment@harriscofeacademy.co.uk or posted to Mrs H Barnes, Harris Church of England Academy, Harris Drive, Overslade Lane Rugby, CV22 6EA.

Our Diocese

The Diocesan Board of Education seeks to serve and equip the Church School family in a variety of ways. The Diocesan Director of Education, Canon Linda Wainscot, is supported by a team of highly qualified, experienced and well-regarded professionals who aim to:

- 'be there' for our church school family and act as a central reference point supporting pastorally and professionally;
- Facilitate creative and flexible networking between schools;
- Promote excellence and distinctiveness within the family of church schools/academies and beyond;
- Share best practice collectively;
- Provide professional development for staff at all stages of their careers and for governors;
- Support the development of flexible partnerships;
- Promote the establishment of new church schools;
- Support the process of Academy conversions;
- Work in partnership with schools and other agencies to effect school improvement;
- Represent church schools to the wider church, to diocesan groups, in the press and in the public and community debate
- Ensure equality of opportunity including managing Admission Appeals;
- Protect the status of church schools and promote the importance and the continuation of the voluntary sector

Linda Wainscot, DDE

'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher

Students have a clear understanding of how the outstanding distinctiveness and effectiveness of the school as a Church of England school impacts on their development. Students and staff greatly value the Christian ethos of the school and are committed to its development and flourishing. Students have a mature understanding of the value of daily collective worship and the Student Worship Teams further demonstrate this by their dynamic leadership of worship in other local schools. A creative variety of approaches are used including lively contemporary songs, humour, drama, colourful puppets and resourceful leaders who are spontaneous in responding to questions and answers from the younger children. Effective planning for collective worship ensures all members of the school community can respond in appropriate ways. Students are actively engaged in form worship. They are rightly proud that the school is 'truly a worshipping community' and they are good advocates themselves in ensuring that what this means is understood throughout Rugby and in the wider diocese. **SIAS 2011**

Our Academies



St Laurence's Church of
England Academy
Old Church Road
Coventry
CV6 7ED



Studley St Mary's Church
of England Academy
New Road
Studley
B80 7ND



Stretton Church of
England Academy
Stretton Avenue
Willenhall
Coventry
CV3 3AE



St John's Church of
England Academy
Winsford Avenue
Coventry
CV5 9HZ



St Bartholomew's
Church of England
Academy
Bredon Avenue
Coventry
CV3 2LP



St Oswald's Church of
England Academy
Addison Road
Rugby
CV22 7DJ



Harris Church of
England Academy
Harris Drive
Rugby
CV22 6EA



St Michael's Church of
England Academy
Hazel Grove
Bedworth
CV12 9DA



Queen's Church of
England Academy
Bentley Road
Nuneaton
Warwickshire
CV11 5LR



Leamington Hastings
Church of England
Academy
Birdingbury Road
Leamington Hastings
Rugby, CV23 8EA



St James Church of
England Academy
Barbridge Road
Bulkington
Bedworth



St Nicholas Church of
England Academy
Windermere Avenue
Nuneaton
CV11 6HJ



Central MAT Office
The Diocese of Coventry Multi Academy Trust
The Benn Education Centre
Claremont Road
Rugby, CV21 3LU

Teaching Assistant Level 2

Job Description

CORE PURPOSE

- To work collaboratively with the teacher and work with responsibility for the development and education of students, including those with special educational, physical and emotional needs, by utilising detailed knowledge and specialist skills in specialist discipline being fully involved in all stages of the planning cycle.
- To work with students to help support them in and out of lessons, to integrate in the Academy.
- To support meetings with parents.

PRINCIPLE RESPONSIBILITIES

Outline of responsibilities and tasks

- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the

management/preparation of resources.

- To support the classroom teacher with their responsibility for the development and education of children, including those with special physical, emotional and educational needs, by utilising detailed knowledge and specialist skills.

Job responsibilities and tasks may include the following under the direction and control of the teacher:

Support for students

- Use specialist (curricular/learning/behavioural management) skills/training/experience to support students in class or through intervention programmes.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and

responding to their individual needs.

- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.

Support for the teacher

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence.

- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of students' work and accurately record achievement/progress
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support, for example administer coursework, produce worksheets for agreed activities.

Support for the curriculum

- Implement agreed learning activities/teaching

programmes, adjusting activities according to student responses/needs.

- Implement local and national learning strategies, for example Literacy, Numeracy, Key Stage 3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- 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 students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with other agencies/professionals, in

liaison with the teacher, to support achievement and progress of students.

- Attend and participate in regular meetings, in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of students' out of school hours learning activities.
- Supervise students on visits, trips and out of school activities as required.

Other Duties

- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- Administer First Aid

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust the EAL Teaching Assistant, Level 2 will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities
- Creating and promoting positive strategies for

challenging racial and other prejudice and dealing with racial harassment.

- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other

organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

HEALTH AND SAFETY

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To cooperate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

- **Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars**

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The Teaching Assistant plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

The Teaching Assistant, Level 2 will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment and adopted by the governing body are full implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in

accordance with agreed whistle blowing practices.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.



Person Specification

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	NVQ Level 2 or above qualification appropriate to the post	✓		✓		
2	Level 2 in English and maths	✓		✓		
3	Good IT, numeracy and literacy skills	✓		✓		
4	Willingness to undertake further professional development	✓		✓		
5	Appropriate knowledge of first aid	✓		✓		
6	Recognised first aid certificate		✓	✓		
7	A levels or equivalent		✓	✓		
8	Degree or equivalent		✓	✓		
Professional Experience and Knowledge						
1	Previous experience of working in a classroom environment with students	✓		✓	✓	✓
2	Experience of procedures relating to child protection and safeguarding	✓		✓	✓	✓
3	Experience of leading interventions	✓		✓	✓	✓
4	Previous experience of working in a classroom environment with students who are disabled or have special educational needs		✓	✓	✓	✓
Skills and Abilities						
1	Suitability to work with young children	✓		✓	✓	✓
2	Able to form and maintain appropriate relationships and personal boundaries with children and young people	✓		✓	✓	✓
3	Positive attitude to the use of authority and maintaining discipline	✓		✓	✓	✓
3	Ability to maintain strictest confidentiality and integrity at all times	✓		✓	✓	✓
5	Ability to encourage high standards of student behaviour at all times	✓		✓	✓	✓
6	Ability to recognise behaviour giving cause for concern	✓		✓	✓	✓
7	Ability to supervise and assist students to ensure they make progress	✓		✓	✓	✓
8	Ability to liaise with other members of staff in a professional manner	✓		✓	✓	✓
9	Ability to manage own time effectively and demonstrate initiative including establishing priorities within own workload	✓		✓	✓	✓
10	Ability to work constructively as part of a team or individually, understanding school roles and responsibilities and own position within these	✓		✓	✓	✓
11	Ability to adhere to working procedures and policies within the school environment	✓		✓	✓	✓
12	Ability to work under pressure	✓		✓	✓	✓
13	Ability to relate to students and staff	✓		✓	✓	✓
14	Ability to deal with problems in a positive and systematic manner	✓		✓	✓	✓

15	Ability to communicate effectively at all levels	✓		✓	✓	✓
16	Fluent in Polish, Portuguese, Romanian , Russian or Latvian		✓	✓	✓	✓
17	Knowledge of the national curriculum		✓	✓	✓	✓
18	Ability to speak or communicate in another language		✓	✓	✓	✓
Personal Qualities						
1	A willingness to work with young people and adults.	✓		✓	✓	✓
2	Ability to use judgement and common sense	✓		✓	✓	✓
3	Approachable	✓		✓	✓	✓
4	Ability to prioritise	✓		✓	✓	✓
5	Ability to work on own initiative	✓		✓	✓	✓
6	Commitment	✓		✓	✓	✓
7	Reliable and trustworthy	✓		✓	✓	✓
8	Flexible approach to work	✓		✓	✓	✓
9	Honest	✓		✓	✓	✓
10	Ability to be sensitive to the needs of others	✓		✓	✓	✓
11	Ability to be supportive	✓		✓	✓	✓
12	Professional	✓		✓	✓	✓
13	Ability to take responsibility for dealing with incidents as soon as they occur	✓		✓	✓	✓
14	Willingness to reflect upon his/her experiences in a critical and constructive manner	✓		✓	✓	✓