

Teaching Assistant – Fixed Term
Term time plus 5 days – 27.5 hours per week
Scalepoint 5 - £19,312 (pro rata)
Information for Candidates



Headteacher Mark Brown

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THE CONSORTIUM
ACADEMY TRUST

September 2021

Dear Applicant

Thank you for your interest in our vacancy for a Teaching Assistant.

At Winifred Holtby Academy we work hard to bring out the best in everyone by providing a learning culture that enables every student to achieve well, be successful and be ready to take on the next stage in their life. We have high aspirations for every student at the academy and we are determined that no child should be left behind. The academy provides a safe and welcoming environment that supports and encourages an ethos of **aspiration, achievement and respect**.

We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and the majority of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen career paths. We are very proud of the work we do but we are not complacent and we are constantly striving to be better. By working together, we will achieve our aims, provide the best education for every student and prepare them well for life beyond the academy.

We have an exciting opportunity for an energetic and committed individual to join our team. The successful candidate will need to be responsive to the SEND department's needs, as well as student's Special Education Needs within the academy, either on a 1:1, small group or as whole class support across the 11-16 age and ability range. This is a 27.5 hours per week support role, fixed term until 31st August 2022.

For this post we are looking for qualified teaching assistants with:

Essential:

- **Level 2 qualification in English and Maths**
- **NVQ 2 for Teaching Assistants or equivalent qualifications or experience**
- **Proven experience of working in a school or educational establishment**
- **Experience of working unsupervised with classes / groups of students**
- **A knowledge of commitment to safeguarding and promoting the welfare of children and young people**
- **Good numeracy and literacy skills**

Able to demonstrate:

- **Recent or current successful teaching assistant experience with pupils of the relevant age group as well as some experience of working with children with additional needs**
- **Flexibility, energy and enthusiasm**
- **A calm and consistent approach**
- **A willingness to learn and take on new ideas**
- **Good team working capacity**
- **The ability to write coherently and effectively, using expected standards in English**
- **High expectations of what all students can achieve**

You will find information about the academy, the role and the application process in this pack. Please visit our website www.winifredholtbyacademy.co.uk for further information about Winifred Holtby Academy.

Yours faithfully



Mark Brown
Headteacher



Our Vision

The academy provides a safe and welcoming environment that supports and encourages an ethos of aspiration, achievement, respect.

We will be the academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress, which will enable freedom of choice for their progression beyond the academy. By working in partnership with parents, carers and the wider community, we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

'Achieving excellence in all that we do'

Our Core Values

The academy ethos is built upon the core values of:

Aspiration

We aim to foster a culture of ambition amongst ourselves and a desire to achieve great things.

Achievement

We recognise and value effort and determination and celebrate the success that this brings.

Respect

We aim to be considerate and thoughtful towards each other and treat each other with the respect that we expect for ourselves.

General Academy Information

Our History and Context

In 1969 Bransholme High opened its doors for the first time to the children of the newly formed Bransholme estate. In 1988 during a reorganisation of Hull schools it was renamed after the author Winifred Holtby and retained the name when the school moved to new premises on the same site in September 2011. In May 2013 the school converted to Academy status but retained the name Winifred Holtby. In September 2019, Winifred Holtby Academy became a member of The Consortium Academy Trust, setting out on the next exciting stage of our journey, working collaboratively with our partners within the Trust.

Winifred Holtby Academy is a large academy with over 1300 students on roll. We have a positive and engaged student body and a caring, dedicated and talented staff. The school is set in the city of Hull. The catchment area predominantly covers North Bransholme and the surrounding areas.

In September 2011 we moved into our new building. We have a wide variety of state of the art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and many of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen further education and career paths. Our facilities include:

- State of the art classrooms and learning spaces
- A Learning Resource Centre
- Specialist Food, D & T and Motor Vehicle Technology suites
- A fully equipped suite of Performing Arts rooms, including a Recording Studio and a Community Theatre
- Air conditioned ICT suites
- State of the art sports facilities, including a swimming pool, hydrotherapy pool, sports hall, fitness suite, all-weather pitches, rugby pitches / football pitches, outdoor MUGA area, tennis courts, athletic / cricket facilities. All of these facilities are available for staff use outside of the timetabled academy day.

In our most recent Ofsted inspection in July 2019, inspectors praised the strong leadership and management of the academy, recognising our improvements and the considerable moral purpose behind our leadership decisions. They also recognised the benefits that student's gain from our broad and ambitious curriculum and the positive attitudes and behaviour of our students in lessons and around the academy. We are confident that our continued focus, drive and determination will result in us becoming a 'good' school when we are next inspected. This is certainly an exciting time to join our team.

The school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach and students can learn, free from disruption.

Staff at Winifred Holtby are known for their caring approach with all students and we are committed to providing strong and effective pastoral support – we know our students well and treat them as individuals, not numbers. Our established House system creates a sense of belonging, friendly rivalry and healthy competition amongst students and staff. Each Year Group has a dedicated team of pastoral Year Leaders in addition to an Academic Progress Director.

Our staff provide a wide variety of extra-curricular activities beyond the school day, including academic, sport, performance and other community based activities.

The academy has a strong community ethos, developing close relationships with the world of business and establishing strong links both locally and nationally.

Winifred Holtby Academy is a popular choice for secondary education in the local community. Our annual intake of 270 students is taken mainly from our neighbouring primary schools, with whom we have excellent and close relationships. Each year we are heavily over-subscribed due to the strong reputation we have developed within our community.

We are committed to high quality induction and continuous professional development and learning for all of our staff.

The Consortium Academy Trust

On 1 September 2019, Winifred Holtby joined The Consortium Academy Trust. The Consortium Academy Trust (TCAT) was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The Trust has grown rapidly from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well an associate member, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our vision is to be:

A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do, and leave prepared to achieve all their ambitions.

A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.

A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.

Our core values underpin everything we do.

Aspiration. We are ambitious and we aim high for ourselves and for others. We believe that we can make a real difference.

Respect. We respect ourselves and we respect each other. We respect our diverse environment and the community.

Integrity. We are honest with each other and ourselves. We do the right thing for the right reasons.

Responsibility. We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success.



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Job Description

Job Title: Teaching Assistant

Pay Scale: 5

Work Pattern: Monday - Friday

Reporting to: Mrs S Crees

Main Purpose of the Job

The education and welfare of designated groups of students, having due regard to the requirements of the National Curriculum, the Academy's aims, objectives and schemes of work and any policies of the Governing Body.

To facilitate and encourage learning which enables students to achieve high standards.

To promote and safeguard the welfare of students.

Main Tasks

PRINCIPAL ACCOUNTABILITIES:	
<i>Please note decision making must be included within the Principal Accountabilities</i>	
1.	Supervises and provides particular support for students, including those with special needs, ensuring their safety and access to learning activities
2.	Assists with the development and implementation of Pen Portraits/Individual Behaviour Plans/Behaviour Plans and Personal Care programmes
3.	Establishes constructive relationships with students and interacts with them according to individual needs
4.	Promotes the inclusion and acceptance of all students
5.	Encourages students to interact with others and engage in activities led by the teacher
6.	Sets challenging and demanding expectations and promotes self-esteem and independence
7.	Provide feedback to students in relation to progress and achievement under guidance of the teacher
SUPPORT FOR TEACHERS	
8.	Creates and maintains a purposeful, orderly and supportive environment, in accordance with lesson plans and assists with the display of students' work
9.	Uses strategies, in liaison with the teacher, to support students to achieve learning goals

10.	Assists with the planning of learning activities
11.	Monitors students' responses to learning activities and accurately records achievement/progress as directed
12.	Provides detailed and regular feedback to teachers on students achievement, progress, problems etc.
13.	Promotes good students behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
14	Participates in discussions with parents/carers under the general direction of a teacher.
15.	Administers routine tests and invigilates exams and undertake routine marking of students' work.
16.	Provides clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
SUPPORT FOR THE CURRICULUM	
17	Undertakes structured and agreed learning activities/teaching programmes, adjusting activities according to students responses
18	Undertakes programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, recording achievement and progress and feeding back to the teacher
19	Supports the use of ICT in learning activities and develop students' competence and independence in its use
20	Prepares, maintains and uses equipment/resources required to meet the lesson plans/relevant learning activity and assists students in their use
SUPPORT FOR THE ACADEMY	
21	Is aware of and complies with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
22	Is aware of and supports difference and ensures all students have equal access to opportunities to learn and develop.
23	Contributes to the overall ethos/work/aims of the academy.
24	Appreciates and supports the role of other professionals
25	Participates in training and other learning activities and performance development as required and attends and participates in relevant meetings as required
26	Assists with the supervision of students out of lesson times, including before and after lessons and at lunchtime
27	Accompanies teaching staff and students on visits, trips and out of Academy activities as required and takes responsibility for a group under the supervision of the teacher
28	To promote and safeguard the welfare of children and young person's in accordance with Safeguarding Children in Education under the provisions of the Education Act 2002 (section 175).
GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the Academy.	

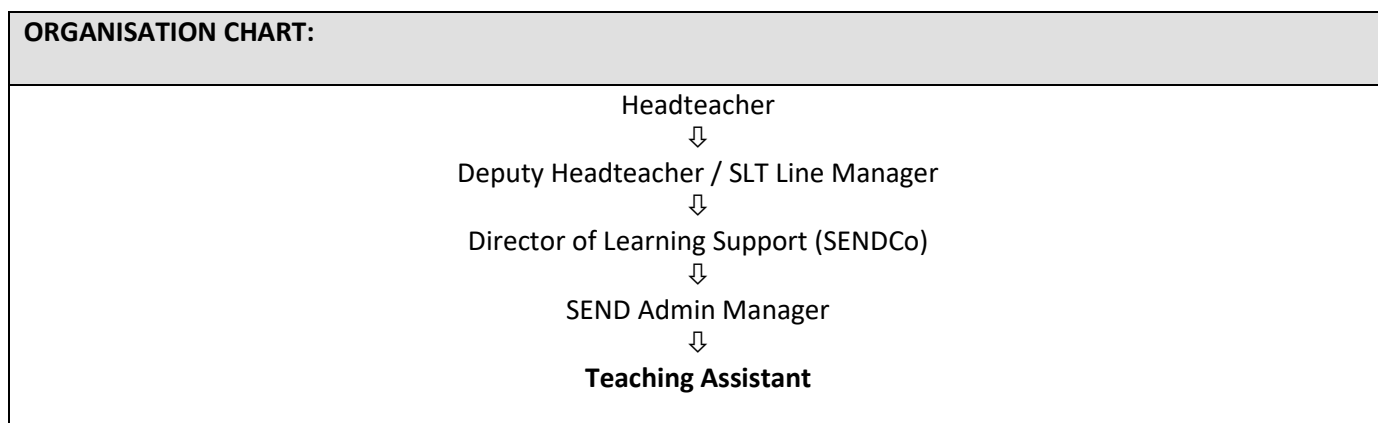
Interpersonal Skills

- 1 Basic understanding of child development and learning
- 2 Ability to self-evaluate learning needs and actively seek learning opportunities
- 3 Ability to relate well to children and adults
- 4 Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

CHALLENGES AND KEY FEATURES:

- 1 To help raise standards of learning for students
- 2 To develop and maintain positive relations with students and parents/carers
- 3 To be committed and motivated to the objective of raising achievement in the academy
- 4 To have a flexible approach to work as the postholder may be required to alter their hours to meet the operational needs of the academy.

DIMENSIONS: All sections should be completed – if there aren't any state 'none'
<p>1. Responsibility for Staff: None</p> <p>2. Responsibility for Customers/Clients: The post holder is responsible for the health, safety and welfare of all members of the Academy The post holder is responsible for ensuring good order amongst all students. The post holder is responsible for ensuring work is undertaken and learning takes place in all sessions.</p> <p>3. Responsibility for Budgets: None</p> <p>4. Responsibility for Physical Resources: The post holder will have overall responsibility for the care and maintenance of the areas of delivery and their contents. The post holder is responsible for the day to day maintenance of classroom equipment.</p>
WORKING RELATIONSHIPS: All sections should be completed – if there aren't any state 'none'
<p>1. Within Service Area/Section: INTERNAL All Academy staff, students, parents, governors, the community EXTERNAL Educational support staff, educational support services, other Academy's and educational establishments, the Council, other public services and community representatives</p>



	<i>Tick relevant level for each category</i>						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).		✓					Lifting of students may be required. Physiotherapy may be required.
WORKING CONDITIONS:							

Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).			✓				Dealing with the hygiene needs of students as required.
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			✓				Dealing with the complete needs of individual students.

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	NVQ 2 for Teaching Assistants or equivalent qualifications or experience	X		AF
	Level 2 Qualification in English and Maths	X		AF
	First aid training/training as appropriate		X	AF
2.	Relevant Experience:			
	Proven experience of working in a school or educational establishment	X		AF / R
	Experience of working unsupervised with classes / groups of students	X		AF / R
	Prior experience of working with vulnerable students and those lacking in social skills		X	AF / R
	Prior experience of working with challenging students, some of whom have severe behavioural difficulties.		X	AF / R
3.	Skills (including thinking challenge/mental demands):			
	Motivation to work with children and young people	X		I / T
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	X		I / R / T
	Good numeracy/literacy skills.	x		AF / I / R / T
4.	Knowledge:			
	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	X		CQ
	Training in the relevant learning strategies e.g. literacy.		x	I / R
	Effective use of ICT to support learning.	x		I / R
	Understanding of relevant polices/codes of practice and awareness of relevant legislation.	x		I / R
	General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.	x		I / R
5.	Interpersonal/Communication Skills:			
	Verbal Skills			

PERSON SPECIFICATION		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. *Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring CRB's), T = Test/Assessment, P = Presentation		Essential	Desirable	How identified
	Ability to establish good professional relationships and effective working relationships with a range of partners/colleagues and students at a variety of levels.	x		I / R
	Basic understanding of child development and learning.	x		I / R / T
	Ability to self-evaluate learning needs and actively seek learning opportunities.	x		I / R
	Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	x		I
Written Skills				
	Ability to write coherently and effectively, using expected standard English.	x		AF / T
6.	Reference:			
	Supportive reference from employer.	X		R
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
7.	Competencies: Not Applicable			
8.	Additional Requirements:			
	Must be able to attend Parental information / consultation sessions and training events as required.	X		I
	Must be able to attend multi agency support meetings at various locations within the city	X		I
9.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.	X		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)

How to Apply

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our academy.

Further information about the school can be found on the academy website

www.winifredholtbyacademy.co.uk

Application Form

Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to enquiry@winifredholtbyacademy.com by **Noon Monday 11th October 2021**.

Interviews

Interviews are scheduled to take place on **W/C 11th October 2021**. *Please note, this date may be subject to change.*

**Department for Education (DFE) Keeping Children Safe in Education 2021 – Paragraph 194 – It is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children.*