



SARUM
ACADEMY

MLP MAGNA
LEARNING
PARTNERSHIP

Teaching Assistant Candidate Information Pack



Dear colleague

Thank you for taking the time to find out about our Salisbury school and the possibility of working here with us. Sarum Academy would welcome applications for the position of **Teaching Assistant** to join our fantastic team. Our staff have a very real desire to make a difference to the lives of children and offer commitment, skill as well as a passion for their area of expertise.

Sarum Academy is a Voluntary Controlled Church of England Academy founded in 2010 delivering high quality, non-selective, personalised education to pupils aged 11-19 years. Sarum Academy is a highly successful school with a growing reputation; part of the **Magna Learning Partnership Academy Trust**. In 2017 Sarum Academy pupils made progress well above the national average, the Academy secured a Good OfSTED judgement in October 2017 across all areas including the Sixth Form.

As a Church of England School our ethos is underpinned by Christian values and principles. Sarum Academy recognises and celebrates diversity, welcoming pupils of all faiths and none. Our singular aim is to enable young people to become highly skilled, confident, articulate young adults, well placed to succeed in further education and employment, and emerge as active members of the community. In achieving this we aim to support the intellectual, emotional and personal development of all of our pupils. In practice this means providing them with the literacy, numeracy, practical and problem solving skills necessary in gaining the highest possible academic qualifications, and in providing the very best personal, social, health and citizenship education, alongside the highest quality pastoral support.

A strong partnership with young people and their families is the lifeblood of a warm and happy school, knowing together we can build the foundation of a successful and boundless future for the pupils we serve.

We are a happy school, one where pupils feel nurtured and challenged, one that values all members of the community and our growing success and reputation is built on professionalism and the strong partnership of pupils, staff, parents, governors and schools within the Salisbury learning community.

To apply, please download the application form via www.sarumacademy.org. The closing date is the Sunday 23rd June 2019. If you have any further questions or queries please contact Mr Smith in Human Resources on 01722 342437 or recruitment@sarumacademy.org.

Thank you again for taking the time to consider Sarum Academy – I look forward to receiving your application.

Mr J Curtis
Headteacher



The benefits of working at Sarum Academy

The Academy offers:

A very real chance of **making a difference** to the lives of young people.

Leadership that cares for its staff and places huge importance on trying to achieve a 'work life balance'.

An **enthusiastic and driven** team of teachers and support staff.

Ongoing **professional development** of the highest standard with possibilities for teacher training as an employee of the school.

Work with professionals across the Magna Learning Partnership and the professional development **opportunities** this enables.

A **strong support network** both within the school and within the Magna Learning Partnership Academy Trust.

A **fantastic working environment** and wealth of resources including full access to ICT.



Teaching Assistant

Salary Range: Grade E

34 hours per week –Term Time only

Responsible to: Headteacher, under the day to day management and leadership of the SENCo

Core Purpose:

The post holder will assist and support the learning and inclusion of SEN pupils and groups of pupils within the Academy. In addition to carrying out professional duties in accordance with the Sponsors' Pay and Conditions document, the post holder shall, in consultation with the Headteacher:

Key Accountabilities:

- Provide in class support for pupils with special educational needs.
- Provide small group intervention, this will also include leading specific SEN interventions.
- Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively.
- Personalise teaching resources and strategies to meet the needs of an individual or a small group.
- Liaise with staff regarding progress made, problems arising, and any difficulties with accessing work and/or resources.
- Assist in maintaining SEN records, and reports and attend SEN review meetings as required.
- Actively support the teacher in behaviour management and to reinforce agreed rules in working with pupils.
- Act upon guidance provided by the SENCo and other professionals.
- Work within the performance appraisal process of the Academy, to evaluate own performance and take full advantage of the training and development available.
- Undertake training in basic first aid and appropriate specialist treatment (including intimate care) which SEN children may require during their time in the Academy.
- Assist on Academy visits and activities and attend staff meetings as required within contractual hours.
- Support pupils during examinations and assessments either as a reader, a scribe or an invigilator.

Other responsibilities:

- Act at all times as an ambassador for the Academy in a manner which upholds its Christian values and ethos and to model behaviour consistent with the Academy's standards and aspirations.
- Set a good example in terms of dress, punctuality and attendance.
- Take an active role in the Academy's pastoral care of pupils and fulfil a pastoral and mentoring role.
- Foster good relationships with parents and the wider community
- Have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled.
- Demonstrate a commitment to personal professional development.
- Be subject to performance objectives agreed annually and will be responsible for providing evidence of progress for key accountabilities.
- Carry out other duties as reasonably requested.

Person Specification

Teaching Assistant

| | Essential | Desirable |
|---------------------------------|--|--|
| Qualifications | <ul style="list-style-type: none"> Grade C in English and Maths at GCSE or equivalent NOTE: Degree level education if wishing to pursue a Teaching Qualification longer term | <ul style="list-style-type: none"> Post 16 Education |
| Professional Development | <ul style="list-style-type: none"> Evidence of a commitment to own professional and personal development Ability to improve your own practice | <ul style="list-style-type: none"> Recent relevant training Training in relevant learning strategies e.g. literacy or numeracy. |
| Experience | <ul style="list-style-type: none"> Ability to relate well to children and adults Basic understanding of barriers to child development and learning General awareness of Inclusion, especially within a school setting | <ul style="list-style-type: none"> Previous experience of supporting pupils in small groups and in the classroom Experience of working with pupils in Key Stage 3 and 4 General understanding of the national curriculum and other basic learning programmes/techniques |
| Knowledge | <ul style="list-style-type: none"> A good 'general' knowledge Breadth of curriculum knowledge including English, Maths, Science and Humanities Awareness of how to provide support for structured learning activities or learning programmes, taking into consideration pupils learning needs Appreciation of procedures relating to child protection, health, safety and security, confidentiality and data protection Understanding of the need to maintain confidentiality | <ul style="list-style-type: none"> Understanding of how to provide support for, or teaching of, structured learning activities or learning programmes. Have an awareness of the SEND Code of Practice Understanding of Literacy or Numeracy programmes. |
| Skills | <ul style="list-style-type: none"> The ability to build and maintain positive and productive relationships with adults, pupils and parents Able to promote good pupil behaviour, and deal promptly with conflict and incidents Experience of working as part of a team appreciating and supporting the role of other people in the team The ability to manage and drive change Initiative and flexibility | |
| Commitment | <ul style="list-style-type: none"> Interest in education and improving the lives of young people Interests outside of work that may benefit pupils beyond the classroom | |

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|-----------------|--|
| Personal | <ul style="list-style-type: none">• Energy, enthusiasm and flexibility• Good health and fitness• Good attendance record• Sense of humour and a positive outlook on life• Ability to work under pressure and a determination to succeed |
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Safer recruitment and equality

Sarum Academy Safer Recruitment Procedure

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

Disclosure

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

Shortlisting

Only those candidates meeting the requirements of the Person Specification (evidenced in the Application Form) will be taken forward from application.

Interview

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher.

During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

Reference checking

References from current employers will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

Probation

All support staff will be subject to a probation period of six months which may, in certain circumstances, be extended by up to 10 weeks. The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new support staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships.

A commitment to encourage diversity

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.