

HARTLEY BROOK PRIMARY ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

TEACHING ASSISTANT

CANDIDATE PACK



Open Letter from our Principal

Hello and thank you for expressing your interest at Hartley Brook.

I am truly honoured and privileged to be the Principal at Hartley Brook Primary School. I am very passionate about the school and feel incredibly proud of the pupils. We have developed a strong and caring whole school community, which has helped us go from strength to strength.

The thoughtful and supportive staff ensure children are at the centre of everything we do. We want to provide our children with the best start in life and support them to become ambitious and prepare for life beyond the classroom.

At Hartley Brook we have high expectations of both learning, progress, and ensure children are given the opportunity to reach their full potential. We have an inclusive curriculum and all children regardless of their ability are able to access all areas of the curriculum. Hartley Brooks values (tenacity, scholarship, unity, responsibility, and curiosity) underpin everything we do on a daily basis.

We aim to enrich the lives of our children by providing opportunities to attend extracurricular activities. Children demonstrate true resilience and perseverance and have achieved some amazing results in sports events.

Staff work hard to create a supportive, friendly and nurturing environment, which enables all children to feel safe and know they are listened to.

Claire Costello

Principal at Hartley Brook Primary Academy



We can offer you:

Enthusiastic and caring children who are keen to learn.

An opportunity to be part of an inspiring team that plays a central role in the broad and diverse community it serves.

An opportunity to make a difference to the lives of the young people and families.

Commitment to your continuing professional learning and career development.

A hardworking team who are committed to promoting high achievement across the curriculum and school .

A good humoured, industrious, highly skilled and enthusiastic staff team.

Supportive and effective leadership.

Access to the Teacher's Pension Scheme and our Employee Assistant Programme.

Astrea Academy Trust is fully committed to being diverse and inclusive workforce where together we can embrace each other's unique individuality, background and heritage. We believe that by reflecting and representing the communities and people we serve, we will better and further the life chances of our pupils.



Job Description

JOB TITLE:
Teaching Assistant – Nursery Base

REPORTING TO:
EYFS Assistant Principal

SALARY RANGE:
£23,893-£24,702 per annum

ACTUAL SALARY IF PRO RATA:
£19,416- £20,073 per annum

CONTRACT TYPE:
Fixed – Term until July 2024

WORKING PATTERN:
35 Hours Per Week
Term Time – 39 weeks per year, 38 weeks plus 5 INSET days



Role Description

Purpose

- To work under the direct instruction of teaching/senior staff or appropriate Teaching Staff. To undertake work/care/support programmes to enable access to learning for pupils to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
- Provide general support in a specific curricula/resource area, including preparation, and maintenance of resources and support to staff and pupils.

Main Duties and Responsibilities

- Ensure children are safe and nurtured, including social, health, physical, hygiene, first aid and welfare matters
- Supervise and support pupils ensuring their safety and use play to help children learn and develop
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate
- Support pupils in accessing learning activities as directed by the teacher.
- To build and maintain strong relationships with families to support children's development and provide details of progress

Support for the Teacher

- Prepare the classroom as directed for lessons and clear afterwards and assist with the display of pupils work
- Work with groups of children under the supervision of the teacher including the delivery of programmes of work and implementation of support plans
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed
- Contribute to planning, preparation, assessment and reporting. Giving regular feedback
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Deliver interventions to small groups as directed by Teacher or AP
- Ensure the maintenance of a clean and orderly working environment
- Timely and accurate preparation of routine equipment/resources/materials as set out in instructions
- Assist the teacher with learning activities ensuring health and safety and good behaviour of pupils.

Support for the Curriculum

- Support pupils to understand instructions
- Support pupils in respect of local and national learning strategies, e.g. literacy, phonics, numeracy, KS1/2, early years, as directed by the teacher
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use
- Monitor and arrange orderly and secure storage of supplies
- Operation of every day equipment in accordance with instructions
- Maintenance of every day equipment, check for quality/safety
- Undertake simple repairs and report other damages.

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 pupils have equal access to opportunities to learn and develop
- Contribute to overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings and participate as required
- Participate in development and other learning activities and performance development opportunities as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Role Description Continued

Management of Staff, Equipment and Resources:

- Manage own workload and support others to manage an appropriate work life balance
- To respect all equipment purchased by the academy and encourage pupils to follow example
- Work with the SLT on transition between year groups and key stages

Health and Safety:

- To have due regard for health and safety in the workplace.
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the Business Manager of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

General:

- To undertake any other duties, commensurate within the grade, at the discretion of the Senior Leadership Team
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection, Data Protection and Financial Regulations, policies and procedures
- Ensure equality of opportunity is afforded to all persons both internal and external to the authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour

Person Specification

Experience

- Previous experience working with children in Primary Education/Nursery Setting
- Experience of working with children with additional needs
- Using ICT to support learning.

Education and Qualification

- Willingness and ability to obtain and/or enhance qualifications and training for development in the post
- Good literacy /numeracy skills
- Good communication and interpersonal skills
- First aid certificate - desirable
- Knowledge of Child protection procedures
- Basic understanding of child development and learning
- Knowledge of national curriculum and other development
- Knowledge of general school policies and procedures - desirable
- Level 2 Qualification minimum

Skills and Knowledge

- Good behaviour and management skills
- Ability to relate well to children and adults
- Kind, caring and compassionate
- Ability to work as part of a team
- Willingness to attend additional training where required
- High professional and personal standards
- Ability to deal appropriately with challenging situations
- Can operate with the highest standards of personal conduct, discretion and integrity
- A willingness to share information and expertise
- A commitment to ongoing personal development
- A flexible approach to accommodate the changing needs of the academy.

This is not exhaustive.

• Additional

- Application forms should be completed in full
- Successful candidate to have enhanced DBS and other appropriate school checks
- Two positive written references – One from current employer/most recent employer
- Enthusiasm and determination
- Responds effectively to daily challenges

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. Posts are subject to enhanced DBS checks. For further details on the recruitment process, please review our Recruitment Pack. This can be found attached to each vacancy

About Astrea

Astrea is an ambitious, dynamic and young trust with a mission to tackle historic educational disadvantage and raise quality standards across all of our schools. Our academies are based across South Yorkshire and Cambridgeshire, often in areas or at schools which have experienced generationally poor educational opportunities. Our role is to change that. We have grown rapidly over the last four years and now educate around 14,000 students in 27 academies and settings. Whilst our educational outcomes have improved over the last 4 years, they are not yet as strong as we would like them to be, nor as strong as our students and communities deserve. With this in mind, we are entering a new period in our development. We are increasingly clear and specific about our vision for behaviour, curriculum and teaching quality.

Key Characteristics of our academies:

- High aspirations, with a firm emphasis on academic attainment
- A knowledge-rich curriculum that develops a general knowledge of the world not simply for progression for the workplace, but for the love of the acquisition of knowledge
- A calm and purposeful learning environment built on mutual respect and centralised behaviour systems
- Outstanding pastoral care with the provision of specific trust delivered SEMH services where appropriate to the pupil
- Standardised reading and arithmetic catch-up programmes for pupils where this is relevant that are taught by specialists
- Active parental and community involvement
- A broad range of extra-curricular activities including sports, music, performing arts and academic clubs

Objectives for pupils:

- Encourage all children to be confident, hard-working and ambitious, regardless of background
- Transmit a core body of knowledge to all pupils and the ability to think for themselves in order to be aware of the world around them
- To be active and thoughtful participants in their local community
- To be successful in achieving their qualifications at both GCSE and A Level

A knowledge-rich education:

- By a knowledge-rich education we mean a rigorous and extensive, knowledge-based education that draws its material and methods from the best and most important work in both the humanities and the sciences.
- The aim of a core-knowledge education is not primarily to prepare pupils for a job or career, it is more to transform their minds so that they are able to make reasonable and astute judgments and engage fruitfully in conversation and debate – not just about contemporary issues, but also about the universal questions that have been troubling mankind throughout history.
- We want children to leave our schools with the confidence that comes from possessing an essential general knowledge. A knowledge-rich education should not confine itself to the Western canon, but should embrace other cultures and traditions. What that canon includes will be subject to review, but will always be closely connected to the history and the present nature of the society in which we live, including our international connections.

View the [Astrea 2025 Strategy here](#)



Astrea Academy Trust are delighted to be part of such an important movement, which will ensure we have the guidance to challenge attitudes towards disability, tap into wider talent pools and help all individuals across the Trust fulfil their potential and realise their aspirations. As a Disability confident employer we have pledged to promote a culture that ensures there are no barriers to the development and progression of disabled staff.

Astrea Talent Programme

We believe that everyone has talent. At Astrea, we want your career to flourish, nurturing potential through the Astrea Talent Programme. This provides a defined career pathway, with associated personal and professional development way points and opportunities, funded by the Trust, wherever you start on the pathway. From apprentice to senior leader, we are devoted to growth and fulfilment. We want you to realise your ambition plus competence towards a brilliant education for all our pupils, giving them the opportunities they truly deserve.

