

NETHERWOOD ACADEMY



Astrea Academy Trust
INSPIRING BEYOND MEASURE

TEACHING ASSISTANT

CANDIDATE PACK

Open Letter from our Principal

Dear Candidate

I would like to take this opportunity to welcome you to Netherwood Academy. I took the helm here at the beginning of September 2020 after almost 10 years Headship experience in two schools elsewhere in Yorkshire, and I am committed, alongside my staff team, to doing everything in my power to ensure Netherwood is the school of choice for all secondary-age students in the wider community.

We have ambitious plans to take the school further on its journey to “inspiring beyond measure”, backed by Astrea, a forward-looking and values-driven trust which operates a large number of primary and secondary schools throughout South Yorkshire and Cambridgeshire.

My personal ambitions for Netherwood are very straightforward – to provide an excellent all-round education for every student, whatever their background, and inspire them to be ambitious for themselves, both academically and socially, so that they go out into the wider world as responsible citizens, fully-equipped for what life has to offer. This will include a commitment from us, as staff, to broadening students’ general cultural awareness, and we aim to do this through high expectations and an unapologetic focus on students doing the right thing day-in, day-out. We believe this will make all of our classrooms and corridors disruption-free, enabling teachers to teach high-quality lessons and students to learn and thrive every day.

Our facilities are modern and extensive, and we have worked hard to ensure curriculum areas and extra-curricular activities are well-resourced and accessible to everyone. We have dedicated, state-of-the-art spaces for indoor and outdoor Physical Education, as well as the Visual and Performing Arts, including Music, Drama and Dance.

More and more families from the local area are choosing Netherwood for their children than ever before, and staff at the school have the confidence to send their own children here, in greater numbers than we have ever seen – this is testament to the rapid improvements we have made over the past two years, and which we continue to make.

When Ofsted next visit us, we are adamant that we will be judged to be a Good school, for the first time in the school’s history; the work we have already undertaken means we are well on the way to achieving this ambition.

Our academy is a bright and vibrant community, where children sit at the very heart of everything we do. I very much hope it is a community you would like to be part of.

Best wishes

I look forward to welcoming you to our Academy.

Please visit our website for further details on our vibrant and diverse [school](#)

Mr J Mitchell

Principal

Job Description

JOB TITLE:
Teaching Assistant

REPORTING TO:
SENCO

SALARY RANGE:
SCP6 - SCP8, currently £23,893 to £24,702 FTE

ACTUAL SALARY IF PRO RATA:
£20,332 to £21,020

CONTRACT TYPE:
Permanent

WORKING PATTERN:
Term Time (38 weeks plus 5 Inset days)
37 hours per week, Monday to Friday



Role Description

Purpose

To work under the direct instruction of teaching/senior staff or appropriate Teaching Assistant Staff. To undertake work/care/support programmes to enable access to learning for students. To assist the teacher in the management of students 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 students.

Key Areas:

Support for Students

Support for the Teachers

Support for the Curriculum

Support for the Academy

Main Duties and Responsibilities

Support for Students

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes.
- Establish constructive relationships with students and interact with them according to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under guidance of the teacher.
- Support students in accessing learning activities under the guidance of the teacher.

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of student's work.

- Use strategies in liaison with the teacher to support students to achieve learning goals.
- Assist with the planning of activities.
- Monitor students responses to learning activities and accurately record achievement and progress as directed.
- Provide detailed and regular feedback to teachers on student achievements, progress, problems etc.
- Promote good student behaviour and ensure health and safety at all times, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of student's work.
- Provide clerical /administrative support e.g. photocopying, typing, filing, money and administer coursework etc.
- Timely and accurate preparation and use of specialist equipment/resources/materials as required by staff/curriculum/lesson plans etc.
- Maintain records as requested.

Support for the Curriculum

- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to students' responses.
- Undertake programmes linked to local and national learning strategies e.g. Literacy, Numeracy, KS3, Early Years, recording achievement and progress and feeding back to the Teacher.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Prepare and maintain equipment/resources required to meet lesson plans / relevant activities and assist students in their use.
- Monitor and manage stock supplies, cataloguing as required.
- Maintenance of specialist equipment, check for quality/safety, undertake repairs/modifications within own capabilities and report other damages/needs.
- Demonstrate and assist others in safe and effective use of specialist equipment/materials.

Support for the Academy

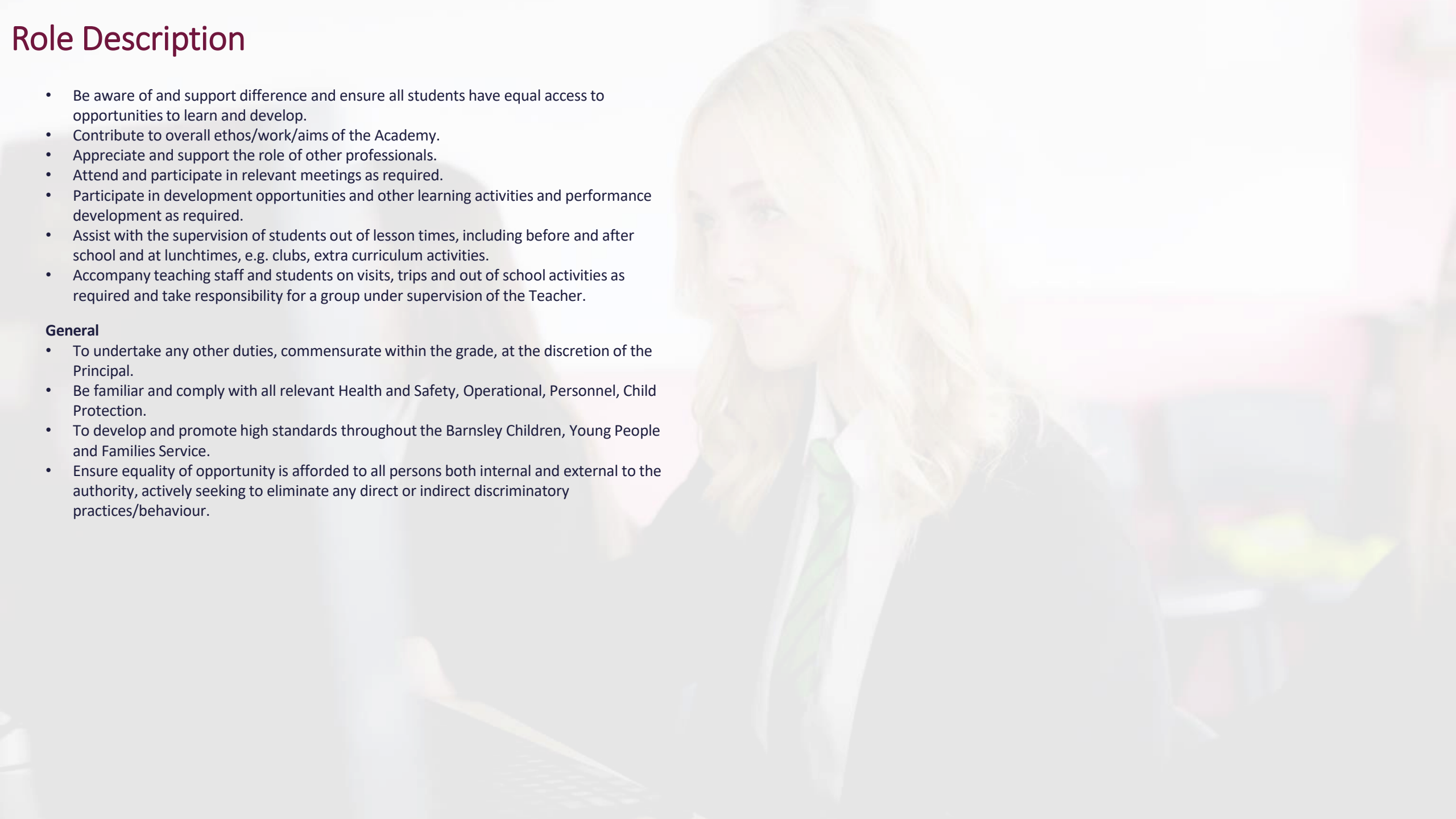
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

Role Description

- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to overall ethos/work/aims of the Academy.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in development opportunities and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes, e.g. clubs, extra curriculum activities.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under supervision of the Teacher.

General

- To undertake any other duties, commensurate within the grade, at the discretion of the Principal.
- Be familiar and comply with all relevant Health and Safety, Operational, Personnel, Child Protection.
- To develop and promote high standards throughout the Barnsley Children, Young People and Families Service.
- 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

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Relevant Experience

- Recent relevant experience
- Experience with or caring for children of relevant age
- General technical/resource support

Education and Training

- Good numeracy/literacy skills
- 2 GCSEs at grade A to C in English and Maths or equivalent (e.g. NVQ level 2 or Level 2 Certificate)
- Training in relevant learning strategies e.g. literacy
- First aid training/training as appropriate
- Participate in development and training opportunities

General and Special Knowledge

- Effective use of ICT to support learning
- Use other equipment technology e.g. computer, video, photocopier
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
- Basic understanding of child development and learning

Skills and Abilities

- Ability to relate well to children and adults
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
- Use of relevant equipment / resources
- Knowledge of particular subject/technical area
- Ability to identify own training and development needs and co-operate with means to address these

Additional Factors

- Demonstrate a commitment to Equal Opportunities
- To comply with all Trust policies adopted by the Executive Board for example, Health and Safety, Equal Opportunities, Child Protection and Data Protection

General Information and Working Arrangements

- The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Senior Leadership Team.
- To 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.
- To take responsibility for the implementation of, and compliance with, policies and procedures relating to child protection, health safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- This job description will be kept under review and may be amended via consultation with the individual, Governing Body and / or Senior Leadership Team as required. Trade union representation will be welcomed in any such discussions.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

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.

