

# Welcome to Woodlands, a wonderful place to be.

Application pack for the post of  
Teaching Assistant Level 3 - Internal Alternative Provision

Application closing date **9am Friday 29th September 2023**



ALLESTREE  
WOODLANDS  
SCHOOL

Courage | Optimism | Regard | Endeavour

**"Woodlands has a friendly, safe and welcoming feel about it. The school is ambitious and wants the best for its students."**

**"This is an inclusive school."**

Ofsted, March 2022

13 September 2023

**Appointment of: Teaching Assistant Level 3 - Internal Alternative Provision**

Thank you for your interest in the position of Teaching Assistant Level 3 at Allestree Woodlands School. Candidates with other relevant qualifications and/or experience will be considered

The successful candidate will join us at a very exciting time. We are at a highly developmental phase as we continue to raise standards further and ensure that we provide an excellent curriculum and learning experience for all of our students.

Our school is a very special place to work and be; staff universally refer to the warmth and supportive nature of the school and their colleagues. The importance of this is not to be underestimated. Working in schools presents many challenges and knowing that you are part of a team and that others are with you is vital.

We are an oversubscribed school with an increasing PAN, a very broad curriculum offer at all key stages and a thriving 6th form. We value sports, creative and performing arts and technologies alongside an academic core; our key objective is to ensure that all students can benefit from a knowledge-rich learning experience that develops qualities of courage, optimism, regard and endeavour. We are fortunate to have excellent facilities at our disposal and make good use of these for curriculum and enrichment.

If what you see and read appeals to you and you would like to play a part, we would love to hear from you. In return for commitment to us, the successful candidate will join a friendly staff, will receive excellent professional learning and training opportunities and will be able to feel that they do something important that changes lives for the better.

If you think that we sound like a school you want to be part of, please apply using the application form (CVs are not accepted), Please include a letter of up to 1200 words (arial font, size 12, outlining):

- a) How your experience to date has prepared you for this role.
- b) What you would bring to the team.

We look forward to receiving your application; by email to [k.challands@woodlands.derby.sch.uk](mailto:k.challands@woodlands.derby.sch.uk) by 9am 29th September 2023

Yours sincerely  
Gemma Penny  
Headteacher

# Our Vision: Aspire & Achieve

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

## CORE Values:

- Courage** – to be brave in the face of challenge
- Optimism** – to look for solutions and see positives
- Regard** – to care for and be kind to others and yourself
- Endeavour** – to work hard and persevere to achieve one's full potential



## Our School

We are an inclusive secondary school in north Derby for over 1300 students aged 11-18 with

- a broad and balanced curriculum in years 7-11.
- a wide educational offer in years 12-13.
- a great range of extra-curricular opportunities in sports, technology and the creating and performing arts.
- excellent facilities and outdoor space.
- provision for those with additional needs including an enhanced resource facility for the hearing impaired.

## What does this look like?

- People who are inspired, dream big and are self-motivated to strive to achieve their best
- Across all subjects, students including those who are disadvantaged and those with Special Educational Needs & Disabilities progress in line with national averages or better.
- A regularly reviewed, inspiring curriculum that is relevant to our students and society, encouraging them to expand their horizons.
- Wide enriching experiences within and beyond the classroom, leading to personal growth.
- A thriving sixth form integrated into the school community.
- Students well equipped for their next steps after Allestree Woodlands School.
- A professional learning community where staff are supported to develop continuously their expertise and skill.
- A climate that encourages personal wellbeing and good mental & physical health, encouraging positive relationships with support structures including peer mentoring.

- A refusal to accept discrimination; promotion of cultural diversity, British values and the acceptance of difference.
- A school community including (but not limited to) students, staff, parents, carers and alumni that celebrates success for all, where all voices are heard, fostering a sense of pride and belonging.
- Aspiring to lead by example in our care for the environment and move towards being a carbon neutral school.
- Broad engagement, partnership and collaboration within the school and across the community including with other schools, employers, parents and carers.
- The school of choice for the families in our catchment and wider community.

## Enablers

- Safeguarding – we are committed to safeguarding, promoting the welfare of our students and expect all our staff, governors and volunteers to share this commitment.
- Staff – we aim to have the best possible teaching staff, support staff, leaders, governors and volunteers to enable our students to achieve their full potential.
- Relationships – a clear understanding of expectations, consistent implementation supported and maintained by all.
- Wider community – engaged and supportive parents and carers with effective two-way communication.
- Facilities & Financial responsibility – buildings, IT, website and subject specific facilities that enable the curriculum and wider development of our students within a balanced and controlled budget.

Adopted by the Governing Board July 2020.

# Location and Facilities

A beautiful and functional space for everyone joining Woodlands.

We have wonderful, modern facilities including science laboratories, specialist classrooms, music rooms, a drama studio, technology rooms and an Atrium with Café.

All the classrooms are spacious with good natural light and equipped to a very high standard across all our curriculum areas. We are constantly upgrading our ICT provision and further enhance our teaching and learning with a well-stocked library, staffed by dedicated library staff within the Learning Resource Centre.

Our school is named Woodlands for a reason – we are surrounded by trees and green spaces and are fortunate to have extensive outdoor spaces for students to play and relax.

A high quality learning environment is very important to us, and we strive to maintain our grounds, buildings and facilities to high standards.

In addition we have a modern sports hall, fitness suite, swimming pool, two floodlit all-weather pitches, extensive sports fields and state-of-the-art theatre facilities – all of which we also use to support our partner primary schools and the surrounding community.



# Enhancing Learning

## The Enhanced Learning Faculty

The Enhanced Learning Faculty Our SEND team is currently led by an assistant headteacher for inclusion who is our SENCo and a deputy SENCo who takes the lead in our ERF for deaf students. They are ably supported by a team of teaching assistants and communication support workers. We also offer an internal alternative provision which has a designated lead and TA support. We have recently appointed a dedicated administrator to the team.

This post requires a person who is sensitive to the needs of SEND students within a secondary school setting, who are also developing into young adults. The vast majority of the work covered by the team is within the mainstream classrooms providing support for the teachers and students. Staff tend to work across subject areas so that they develop a wide working knowledge of the curriculum and work as an effective member of the subject team as well as Enhanced Learning.

Occasionally students are withdrawn from lessons into THE HUB, the Learning Support Base, for specific teaching of literacy and numeracy skills. The progress of students is reviewed on a termly basis. In our recent Ofsted inspection in March 2022, we were proud that inspectors noted, "This is an inclusive school". We work hard to encourage participation by SEND pupils in a range of opportunities and pride ourselves on making our wide curriculum available to all.

We welcome visits from prospective candidates.



# Job Description

**Post Title:** Teaching Assistant L3  
**Post Grade:** NJC Scale 5 Points 12-17  
**Salary:** £24,496-£26,845 (actual £18,454-£20,224)  
**Line Manager:** Lead for Internal Alternative Provision

## Role Summary:

- Work with small groups and individual students as directed by the Lead for Alternative Provision or Deputy Head.
- Assist in the development, maintenance, and implementation of bespoke provision for pupils being educated in The Grove IAP.
- Provide support appropriate to meet the needs of students within the Internal Provision and promote learning of a core curriculum.
- Support students to become more confident, independent learners.
- Assist in the effective re-integration of students into school and in providing appropriate advice to teaching staff.
- Share and support the school's responsibility to provide and monitor opportunities for personal and academic growth
- To work within the general directions of the Headteacher.

## Responsibilities

- Support learning through a variety of strategies and approaches.
- Develop, plan and implement tailored learning programmes to improve literacy, numeracy and social/behavioural skills for individuals and groups of students.
- Implement programmes to develop self-regulation, wellbeing, and reflection.
- Prepare suitable teaching materials.
- Mentor students to enable them to develop courage, optimism, regard for self and others and endeavour.
- Monitor engagement levels of students to ensure interventions are appropriate in conjunction with the Lead for Alternative Provision.
- Create and maintain and calm working environment whilst following school procedures around behaviour and reward.
- Liaise with the Senior Leadership Team, Heads of Year and tutors, SENCo and other relevant staff regarding students who attend Internal Alternative Provision.
- Support reintegration of students back into mainstream lessons; develop and maintain paperwork required for this.
- Liaise regularly and effectively with parents/carers in order to support and create engagement
- Maintain and develop good working relationships with teachers and other adults involved with each child eg Behavioural Support Staff, Advisors, Educational Psychologist.
- Remain calm in challenging situations.
- Exercise general care and supervision of students, including break, lunchtimes and walking around site.
- Act in accordance with school policies and procedures and legislation particularly relating to safeguarding, health and safety, data protection and behaviour management.
- Have familiarity with all relevant statements of SEND and with the special needs of students on the SEND Register who attend The Grove.
- Contribute to the preparation of reports for annual reviews and external agencies.
- Ensure that all documentation is consistent with school policy, implemented appropriately and regularly reviewed and improved.
- Participate in and contribute to staff meetings, faculty meetings and INSET.
- Give general support to school activities.
- Be supportive of and contribute to the ethos and values of the school (CORE)
- Other duties at the discretion of the Headteacher.

**Safe Working Practices for Adults working with Children** - It is the responsibility of each employee to carry out their duties in line with Allestree Woodlands School's ethos and culture of safe working practices for Adults working with Children and be sensitive and caring to the needs of the disadvantaged, promoting a positive approach to a harmonious working environment. Each employee should act as an exemplar on these issues and must, where appropriate, identify and monitor training for themselves and any employees they are responsible for.

**Freedom of Information Act and Data Protection Act** - The post holder is required to comply with the above legislation and maintain awareness of the school's policies and procedures relating to the Freedom of Information and Data Protection Acts. Attention is specifically drawn to the need for confidentiality in handling personal data and the implications of unauthorised disclosure.

**Equality and Diversity** - The post holder will be required to comply with and maintain awareness of Allestree Woodlands School's policies relating to Equality and Diversity.

**Health and Safety** - The post holder must at all times carry out their responsibilities with due regard to Allestree Woodlands School's policy, organisation and arrangements for Health and Safety at Work.

**Flexibility** - All staff will be expected to accept reasonable flexibility in working arrangements and the allocation of duties to reflect the changing roles and responsibilities of Education and Children's Services. Any changes arising will take account of salary and status. They will also be subject to discussion with individuals or sections affected and with appropriate Trades Unions.

This job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot in themselves justify a reconsideration of the grading of the post.

Job Title: LEVEL 3 TEACHING ASSISTANT ALTERNATIVE PROVISION	Essential	Desirable
<b>Education and Qualifications</b>		
English and maths GCSE at level 2 or above (C+/4+) or equivalent	✓	
Additional qualifications (e.g., NVQ, A-Level etc.)		✓
Teaching Assistant Qualification (L3) or equivalent	✓	
Thrive Practitioner status/Trauma Awareness Training		✓
Involvement in recent, relevant professional development		✓
<b>Knowledge, Abilities and/or Experience</b>		
Experience of working as a teaching assistant in a school	✓	
Experience of working in an alternative education setting		✓
Experience of working with children with social, emotional and behavioural difficulties	✓	
Delivery of effective intervention strategies for those at risk of under achievement.	✓	
Strategies to support students with social, emotional and behavioural difficulties	✓	
Knowledge of working with children with Special Educational Needs, in particular autism, trauma and mental health needs.	✓	
Academic support of students individually or in small groups	✓	
Understanding of the range and levels of support available to meet individual needs	✓	
Knowledge and understanding of restorative approaches		✓
Knowledge of trauma informed approaches		✓
Awareness of the impact of adverse childhood experience/trauma		✓
Knowledge safeguarding procedures within an educational setting	✓	
Willingness to undertake research and training	✓	
Able to use ICT effectively	✓	
Highly motivated with the ability to motivate and enthuse others	✓	
Able to communicate effectively with a range of people both verbally and written	✓	
Able to diffuse conflict and, with support, manage inappropriate patterns of behaviour.	✓	
Willingness to provide in class support across a range of different subject areas, including GCSE level	✓	
<b>Personal Qualities</b>		
Courage	✓	
Optimism	✓	
Regard for self and others	✓	
Endeavour	✓	
Team player who is not scared to use initiative	✓	
Commitment to school improvement and personal professional development	✓	
Openness to ideas and flexibility to adapt	✓	
Perseverance and a 'can do' problem-solving approach	✓	
Highly motivated with the ability to motivate and enthuse others	✓	
Belief in the power of education to change lives	✓	
Enjoy working with young people	✓	
Excellent communication skills and ability to build working relationships effectively with a range of people both verbally and written	✓	
Well organised, practical and resourceful.	✓	
Ability to work under pressure	✓	
Willingness to engage with appropriate professional learning and training	✓	
Humour and humility	✓	
Capacity to support and challenge others	✓	

This post is 32.5 hours per week term time only (39 weeks), across 5 days. Staff are expected to attend INSET days along with their teaching colleagues. Part time hours would be considered as part of a share (job share applicants should apply together).

# "Pupils with special educational needs and/or disabilities (SEND) follow the same curriculum as other pupils"

Ofsted March 2022

Enabling aspiration and achievement for all students through delivery of a knowledge-rich curriculum underpinned by our **CORE** values.

**Courage | Optimism | Regard | Endeavour**

ALLESTREE WOODLANDS SCHOOL

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