



Applicant Information Pack

Teaching Assistant Level 1



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Welcome from the Headteacher

Here at The Snaith School, we are incredibly proud of our reputation for academic excellence and first class pastoral care however this would not be possible without employing the right people who share our vision to make 'better lives'.

With this in mind, we have recently chosen to join The Education Alliance, an established and successful Multi-Academy Trust who are committed to ethical leadership and whose values totally align with those of The Snaith School. By working in a trust that values the importance of schools being enjoyable, rewarding working environments in which all colleagues believe the demands of their job are reasonable and manageable, we know we will continue to recruit and retain excellent staff. The aim of the trust and The Snaith School is to be an organisation where people want to work and choose to stay.

The Snaith School is a happy and rewarding place to work and learn. We achieve our goals by working together, aiming high and believing in all our young people. Our motto is: 'Infinity and Beyond' because we never place limits on the potential of our pupils and staff. As a result, we are over-subscribed and committed to sustaining our strong reputation. Alongside supporting our fantastic pupils, we are also passionate about developing staff and offer a variety of CPD opportunities both in and outside of school. Whatever your aspirations, we will help you to achieve them.

Our pupils are happy, polite and proud of their school. Many visitors comment on the lovely atmosphere in school and how well-mannered our pupils are. They are keen to succeed in lessons but also enjoy getting involved in the vast array of trips, visits and extra-curricular activities on offer to them.

If you believe you have what it takes to build upon our success story, then we look forward to meeting you.

M J Blackledge
Head Teacher



The Snaith School Aims

At The Snaith School we aim to provide the best possible education and opportunities for each individual pupil.

We enable our pupils to enjoy life, grasp the opportunities it offers and be equipped to meet the complex challenges of the 21st century.

We encourage our pupils to grow and develop emotionally, to be able to understand and respect themselves and fully engage and interact with those around them.

The Snaith School team is highly committed and strive to provide an exceptional educational and all-encompassing experience for all pupils.

We provide outstanding pastoral care, high standards of behaviour and a happy, thriving and progressive school environment.

We all work hard to promote a culture of mutual respect, honesty and high aspirations. In achieving this the school will maintain and develop its caring, inclusive, disciplined ethos and traditional values, emphasising respect for the individual and the integration of all staff and pupils within one community where:

- Every child counts and no child is left behind
- Education is tailored to individual needs, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible
- High quality education is learner centred towards performance targets
- Pupils are prepared to deal confidently with adult life
- Pupils learn how to learn
- The full potential of all pupils and staff are developed
- All members of the community support the school and are proud of its achievements
- The environment is safe and secure and is conducive to learning

Ofsted Quotes

‘Students are keen to learn and they achieve well.’

‘Positive relationships and a high level of trust enable students to deal with experiences that challenge them emotionally.’

Staff Survey 2019 Quotes

“I have never worked in a school before this that recognised hard work as much as Snaith does. I feel valued and always get help when I need it, because of this fact I do not think I will ever leave this school. I love it here and the staff make me feel appreciated.”

“A brilliant SLT team, always striving for the best. A positive thinking school with lots of people who have the same values.”



Vacancy Advert

Teaching Assistant Level 1

Scale Point 3 - £18,065 per annum full time (£12,420 actual pay)

30.5 hours per week term time only, temporary in the first instance until 31 August 2020

Are you passionate about young people achieving their full potential? Do you want to work in a high achieving school striving for excellence for all? Do you want to make a difference to young people's futures?

Required as soon as possible, we are seeking to appoint an outstanding and enthusiastic Teaching Assistant to join our popular, successful, oversubscribed, inclusive 11-16 school. You will join a team of Teaching Assistants supporting individuals and small groups of pupils under the direction of the SENDCO and Assistant SENDCO. The "Infinity" Department is a busy and successful department at The Snaith School. The post is on a temporary basis until 31 August 2020 in the first instance, and is subject to the SEND support requirements of the school.

Why choose The Snaith School?

- We are a good and successful school.
- You will become part of a strong and friendly team.
- We are part of The Education Alliance who invest heavily in professional development.
- It is an exciting time to join The Snaith School and The Education Alliance as we are looking to grow and develop. You could be part of this journey
- Our pupils are polite, enthusiastic and hard working
- We pride ourselves in valuing our staff

You:

- Will be keen to make a difference in the classroom
- Are able to communicate effectively at all levels and adopt a friendly, helpful, courteous manner
- Will be keen to demonstrate your inclusive ethos in your everyday practice
- Are an effective team player
- Have a good level of IT literacy with good written and verbal communication skills
- Have a commitment to supporting the school and school policies

The Education Alliance encourage you to:

- Watch their video to gain more insight into the Trust
<https://www.youtube.com/watch?v=FJPq99Jon24>
- Visit the website www.theeducationalliance.org.uk
- Discuss the role with The Snaith School

If you are someone who is keen to learn and work for an inspirational, ambitious and dynamic education provider, then we want to hear from you. Visits to the school are most welcomed and can be arranged by contacting Louise Brodigan, HR and Office Manager at hr@thesnaithschool.org.uk.

Closing date: 9 am Monday 24 February 2020

Interview date: Monday 2 March 2020

Please visit www.tes.com for an application pack.

The Snaith School is committed to safeguarding and promoting the welfare of children and expects all employees to share this commitment. The suitability of all prospective employees will be assessed during the recruitment process in line with this commitment.





Application Process

Dear Applicant

Thank you for your interest in the post of Teaching Assistant.

An application form and recruitment pack can be downloaded from www.thesnaithschool.org.uk following the current vacancies link. In addition, please note CVs will not be accepted.

Completed applications should be submitted through the TES.com website. Your application must be received no later than **9am Monday 24 February 2020**.

Should you have any queries please email me at: hr@thesnaithschool.org.uk

Yours sincerely

Louise Brodigan
HR and Office Manager



Job Description

Hours of work

Monday – Friday 8.50am to 3.15pm with 25mins for lunch, Wednesday start at 8:30am

30.5 hours per week

Term Time only plus 1 training day in September

Reporting To: SENDCo

Job Purpose:

Working within a highly skilled team of teaching assistants providing support and intervention strategies to meet the needs of SEND students and those with other barriers to learning at The Snaith School. Work will be carried out mainly in the classroom under the guidance of the class teacher or SENDCo.

Key Responsibilities

General:

1. To develop an understanding of the specific needs (educational, emotional, behavioural or physical) of the pupil to be supported taking into account the type of support involved
2. To provide support for individual students or groups of students inside or outside the classroom to enable them to fully participate in activities.
3. To liaise with the class teacher and SENDCo in relation to the use of support plans for students
4. To assist pupils getting changed for PE.
5. To provide feedback about the pupils to the class teacher.
6. To contribute to the review of pupil's progress either verbally or in writing or through attendance at review meetings.
7. To assist in the maintenance and development of the departmental resources.
8. To attend staff meetings and teacher training days as appropriate.
9. To assist with the lunch and break time supervision of pupils.

Specific:

- Carry out other reasonable tasks from time to time as directed by the SENDCo.
- The post holder will be expected to work within the schools' policies and procedures.
- Performing other such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility.

General Information:

The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Executive principal, appropriate to the remit.

The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.

To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018

To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. Prioritising our long-term purpose first, above short-term goals. Managing emotions and helping others to manage their emotions. Keeping promises. Having a genuine interest in others, seeking to understand the whole person. Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding.	Live our values every day. Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. Do what is right, rather than what is popular. Be accountable to your colleagues, students and the community, acting in service to other. Influence the behaviour of those around you. Take time to develop high trust relationships. Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively.	Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. Anticipate the future and help people prepare for change. Be open to opportunities and commit to learning every day. Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	Demonstrating respect, generosity of spirit, understanding and good temper. Being kind to others, seeking opportunities to serve others for the greater good Leading with compassion and care, listening and engaging with the person, not the job role. Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others.	Be humble Bring your authentic self to work. Have the courage to be genuine. Lead with compassion, empathy and kindness. Show people you care about them. Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	Doing what is right, rather than what is popular or easy. Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. Seeing and acknowledging other people's strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust.	Be accountable to others and serve our purpose. Be morally brave and stand up and be counted for what you believe in. Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions.	Walk the talk and behave in an honest, open and fair way. Channel ambition into our schools, not ourselves, developing successors. Have intense professional will and personal humility. Have a systematic approach to manage the execution and delegation of tasks and be reliable. Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	Striving for honesty, sharing the full story wherever possible and as early as possible. Looking in the mirror when something goes wrong. Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. Relishing challenge and finding strength in each other, building organisational resilience. Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.	Give the whole truth, the back-story and the why. Have skilfully led difficult conversations. Aim to exceed expectations and achieve things you thought you couldn't.
Optimism – leaders are positive and encouraging	Believing in our own ability, and the ability of others, to do what is right to change the world for the better. Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents.	Believe the best in others, help people progress and unlock their potential. Remain calm, professional, reliable and consistent. Manage your emotions well and help others do the same. Have and encourage a growth mind-set, believing abilities and talents can be cultivated. Set yourself challenging goals & work hard to achieve them.
Vision	Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. Believing in the potential of others; helping them be the best they can be. Quickly taking in new information and translating that into recommendations, decisions, plans and projects. Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards.	Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. Think creatively; formulate strategies, plans and projects, aligned to our vision and values. Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. Translate complex information with the intended audience in mind and communicate positively.



Personnel Specification

Essential upon appointment	Desirable	How Identified
EXPERIENCE / SKILLS Ability to relate well to children and adults and maintain positive relationships Experience of dealing with / working with children of relevant age Ability to work constructively as part of a team Ability to maintain a safe, calm and happy approach	Working in an educational environment Experience of working with children with special needs Good interpersonal skills Good listening skills ICT ability	Application form/ Interview/ References
KNOWLEDGE & UNDERSTANDING Good standard of basic education Understanding of a school environment	Knowledge of developments in education and the National Curriculum	Application form/ Interview/ References
QUALIFICATIONS/ TRAINING Willing to participate in development and training opportunities GCSE/O level Maths and English Grade C/Grade 4 or above (or equivalent)	NVQ level 2 in teaching or classroom support	Application form/ Interview/ References