****

**1-1 support Teaching Assistant**

**Required**

**September 2020**

**Grade 6**

**30 hours**

**Term time only**

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Dear Potential Colleague

Thank you for expressing an interest in this post.

I am delighted to be writing to you as Principal of Brambles Primary Academy, part of South Pennine Academies. I am honoured to have the opportunity to lead and grow a brand new 2 form entry primary academy, I am looking forward to creating an outstanding Academy that provides the very best educational success for our children.

This is a truly unique and once in a life time opportunity, I am now seeking to build an outstanding team of staff to join me in building our unique philosophy, vision, ethos and curriculum for Brambles Primary Academy.

As part of South Pennine Academies, our vision is to develop Brambles Academy as part of a group of closely partnered academies, ensuring that we are a world class Centre of Excellence for Teaching and Learning. We will endeavour to ensure that Brambles Primary Academy plays a pivotal role in improving the life chances of all students, develop local partnerships to enhance our community and promote Academy improvement that is inclusive and diverse.

We are looking to appoint a 1-1 support Teaching Assistant who already possesses special qualities, but also one who is excited by the potential to be part of the development of our new academy.

If you are the person we seek, you will be able to demonstrate the following skills and abilities:

* Outstanding early years practitioner who is willing to learn and develop
* Are committed to driving forward pupil progress and setting high expectations of achievement
* Understand the importance of high quality early education that scaffolds children’s future for learning.
* Demonstrate excellent behaviour management skills.
* Are well organised and able to work well both as part of a team and independently
* Are able to demonstrate very good interpersonal and communication skills.
* Are prepared to make a valuable contribution to the life of the whole academy and our local community.

If you think that you may be the right candidate for this exceptional role, then I look forward to receiving your application.

If you would like to discuss the role in more detail or would like to visit the Academy, then please do not hesitate to contact me on 01484 204338 or 07592503818

Yours faithfully

Sallie Dodd

Principal Brambles Primary Academy

South Pennine Academies

South Pennine Academies works in partnership to raise levels of attainment and aspirations of all students. South Pennine Academies is very well placed to create a unique institution characterised by high achievement and success. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local schools.

The benefits that South Pennine Academies brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all in our new Academy.

The key to the Academy's success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students at our new Academy will show good manners, work hard and be honest at all times. They will learn, share and succeed, together.

**The Trust**

The relationship you will develop with me and Jane Acklam, as CEO of the Trust, will ensure that this brand new academy runs extremely well day-to-day and performs highly effectively. It is imperative that, as 1-1 support teaching assistant you are part of taking the Academy on a journey to Outstanding by implementing and developing:

* Academy culture and ethos
* Quality of teaching
* Progress and achievement
* Leadership and management at all levels
* Academy conduct and student behaviour
* Transition, student numbers and parental engagement

South Pennine Academies is based in Huddersfield West Yorkshire. We operate three academies in the Kirklees borough, two preschools, and the Huddersfield Horizon SCITT. We have extensive experience of operating educational establishments in the local authority, and taking at least one of these, Moor End Academy, to outstanding and sustaining this. We also have the experience of opening Beaumont Primary Academy, a presumption free school, in Huddersfield successfully in September 2016. If you would like to visit Brambles Primary Academy, or discuss the role further with me, please contact me on 01484 240338.

Our knowledge of the Huddersfield community is extensive. We currently operate in areas of high social disadvantage and with high levels of students and families from ethnic minority groups. We have strong experience of working with local community groups to support us in delivering learning experiences of the highest standard.



**Vision**

* To develop a group of closely partnered academies
* To ensure all academies are world class centres of Excellence for Teaching and Learning
* To ensure the Trust plays a pivotal role in improving the life chances of students
* To develop local solutions and partnerships to meet local needs
* To promote school improvement with inclusion and diversity at its core

**Values**

South Pennine Academies believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda. We recognize and encourage each academy’s unique characteristics and ethos, reinforcing their individual identities within their respective communities.

Working within a multi academy trust allows school to school support to flourish. Becoming part of our partnership will allow you to become a leader not a follower and be involved in shaping the partnership rather than having it shaped for you.

**Key Priorities**

* Strong and Effective Leadership
* High Performing Staff
* Successful Students
* Engaged Community

**Our new Academy**

South Pennine Academies is establishing a primary academy in Huddersfield North.

Brambles Primary Academy will be located on Clare Hill Playing Fields, Huddersfield HD1 5NF. The academy will; -

* Cater for boys and girls aged 4-11
* Be non-denominational
* Will have a published admission number of 60, rising to 420 over time
* We admitted our first reception class in September 2018
* We provide excellent transition from the pre-school provision within the area
* Are a key member of the local family of schools, ensuring effective transition at all stages
* And, meet the basic need for additional school places in the area.

The academy will be a highly cohesive multicultural environment that reflects the local community in make-up. This diverse school community will have equality at the core of its values. Tolerance and inclusivity are essential to ensuring an efficient and effective Academy. We will ensure equality of opportunity to all children and families in terms of both access to and the teaching of the curriculum. All students will be encouraged to achieve their potential, and to recognise and respect the worth of individuals irrespective of gender, race, religion/belief, age, disability or sexual orientation. Our curriculum will be designed to maximise everyone’s potential.

Through our Spiritual, Moral, Social and Cultural provision we will ensure that all aspects of UK democratic values are taught;

* Through our spiritual provision we want children to have the ability to be reflective about their own beliefs and have respect for different faiths, feelings and values.
* Ensuring that voices are heard and opinions are challenged where this is needed.
* Moral development will ensure children have the ability to recognise the difference between right and wrong and develop a readiness to be able to apply this to their own lives.
* We will use our positive behaviours and attitudes to learning policies to equip children with the skills to understand the consequences of their behaviour and actions.
* As the children get older we will ensure there are opportunities to investigate and explore appropriate moral and ethical issues, and develop the ability to become effective British Citizens.
* The effective learning environment and climate for learning will ensure that children develop a range of social skills and a developing awareness of when to adapt their behaviour.
* Crucial to social development is the acceptance and engagement with UK democratic values of democracy, rule of law, liberty and mutual respect

We will work towards becoming a UNICEF Rights Respecting School at the highest level by the end of 2020.

South Pennine Academies is fully committed to providing an academy that is at the heart of the community it serves. This highly diverse community, with pockets of extreme deprivation deserves a school that is giving their children the best possible start in life. Ensuring that children leave equipped to take the next step in their lives is central to our vision.

Building positive and effective relationship with parents is a key element of a high performing Academy. Being welcoming, listening, acting on feedback are features that this academy will have. Signposting parents and working with other services is essential to ensure a child’s wider social and emotional needs are being met. Providing a strong curriculum, personalising it where needed and ensuring that it is delivered by highly qualified happy staff will contribute towards ending child poverty in this area. The intake will be representative of the community, taking children of all abilities, races and gender. Truly diverse.

The promotion and marketing of the academy will be essential in the first few years. Positive messages about the achievement of all our children, will be widely publicised. We will want to create a ‘buzz’ about joining the academy and what it will mean for the community. We will want to be the school of choice.

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**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of **1-1 support teaching assistant** you should;

* Complete the online application form via TES site.
* Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose two professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of the Academy.
* Please ensure your statement is **no longer than 2 A4 sides**.
* Please submit your application by **9am Monday 6th April 2020**

**Time table for the selection process**

* Closing date for applications: **9am Monday 6th April 2020**
* Shortlisting**: Monday 6th April 2020**
* Interview session**: Thursday 9th April 2020 (this will be scheduled for an online video link interview)**

Successful applicants will be required to undertake a Criminal Record Check via the DBS. The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

**Joining South Pennine Academies**

* The Trust is committed to developing all staff within their roles and creating opportunities for further career progression.
* **Pension** – Every employee of South Pennine Academies has access to the Local Government Pension Scheme.
* **Child Care Vouchers** – Child care vouchers work through a salary sacrifice and they are taken from your salary each month before your usual Tax and NI contributions.
* **Continuing Professional Development** – It is crucial that you are supported in your professional development and we ensure ongoing training and development for all staff**.**
* **Centrally Provided Development** - As a Trust we ensure that we work collaboratively and share best practice. You will be involved in sessions such as ‘Raising the Standards of the Leadership of Teaching, Learning and Assessment’, our Annual Governors’ Conference and much more.



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**Job Description**

**PURPOSE OF POST**

To work under the guidance of teaching/senior staff to implement and oversee agreed work programmes with individuals/groups, in or out of classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

**KEY AREAS**

1. Teaching Support

2. Pupil Support

3. Curriculum Activities

4. General

**DUTIES AND RESPONSIBILITIES**

**1. Teaching Support**

1.1 To undertake duties in accordance with the Academy’s practices and procedures, ensuring the post holder actively upholds and promotes the philosophies of the school.

1.2 To work under the guidance of the class teacher/line manager to plan and monitor pupils learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.

1.3 As appropriate to assist with the induction and mentoring of new staff within the remit of the role.

1.4 Under the guidance of the teacher provide one to one support to pupils or working with groups of pupils on pre-planned activities, to reinforce the teachers approach.

1.5 To assist where required in the planning of learning activities.

1.6 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.

1.7 Under the guidance of the teacher work with individuals or groups of pupils in accessing school library and in the use of ICT and other relevant resources to support learning.

1.8 To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.

1.9 Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

**2. Pupil Support**

2.1 Provide support and guidance on a one to one basis or to teams of pupils in their core skills and curriculum needs as per school policies/practices.

2.2 To actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.

2.3 To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.

2.4 As required, to deal with the personal care and comfort and necessary minor medical treatments of pupils, i.e. toileting and intimate care issues (as per school guidance and direction).

2.5 To contribute to plans, reviews and evaluations of pupils by writing reports on pupils’ progress and attendance at meetings.

2.6 As required by the school to assist under the direction of the school nurse and/or physiotherapist in medically related issues eg. administer medication-dosage already drawn up by the nurse, gastrostomy feeding and preparing to care for children requiring other medication administered and Physiotherapy treatment.

**3. Curriculum Activities**

3.1 To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.

3.2 To contribute in the presentation of pupils’ work and maintenance of display areas.

3.3 To assist with the preparation and tidying of the classroom and upkeep of resources.

3.4 To attend and contribute to duty related meetings as required.

3.5 To assist in the planning and implementation of structured and agreed learning activities/teaching programmes.

**4. General**

4.1 As part of your wider duties and responsibilities you are required to promote and actively support the Academy’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

Responsible To: Principal

Responsible for: None

**PERSON / EMPLOYEE SPECIFICATION**

**POST TITLE: 1-1 support Teaching Assistant** **GRADE: 6**

**E = Essential**

**D = Desirable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **ATTRIBUTES** |  | **RELEVANT CRITERIA** | **HOW IDENTIFIED** | **RANK** |
|  |  |  |  |  |  |
| 1. | **RELEVANT** | 1.1 | Experience of working with children/young people in a school environment | Application Form/ | E |
|  | **EXPERIENCE** |  |  | Selection Process |  |
|  |  | 1.2 | Experience of assisting class teacher in delivering the curriculum | Application Form/ | D |
|  |  |  |  | Selection Process |  |
|  |  | 1.3 | Experience of working with children in an Early Years setting | “ | D |
|  |  | 1.4 | Experience of working with children with additional needs | “ | E |
|  |  |  |  |  |  |
| 2. | **EDUCATION AND** | 2.1 | Numeracy and Literacy skills to a level to assist pupils with their work, across the 4 – 11 age range | Application Form/ | E |
|  | **TRAINING** |  |  | Selection Process |  |
|  | **ATTAINMENTS** |  |  |  |  |
|  |  | 2.2 | Completion of DfES Teacher Assistant Induction Programme | Application Form/ | D |
|  |  |  |  | Certificates |  |
|  |  | 2.3 | NVQ 3 for Teaching Assistants or equivalent qualifications or experience | Application Form/ | D |
|  |  |  |  | Certificates |  |
|  |  | 2.4 | Training in the relevant learning strategies e.g. literacy / numeracy / phonics | Application Form/ | D |
|  |  |  |  | Selection Process |  |
|  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 3. | **GENERAL AND** | 3.1 | Understanding of Early Years Foundation Stage. | Selection Process | D |
|  | **SPECIAL** |  |  |  |  |
|  | **KNOWLEDGE** | 3.2 | Understanding of Child Development and Learning |  |  |
|  |  |  |  | Selection Process | E |
|  |  | 3.3 | Understanding and commitment to Equality and Diversity and how this relates to the duties of the post |  |  |
|  |  |  |  | Selection Process | D |
|  |  | 3.4 | Knowledge of the national curriculum applicable to the school |  |  |
|  |  |  |  |  |
|  |  |  |  | Application Form/ | D |
|  |  |  |  | Selection Process |  |
|  |  |  |  |  |  |
| 4. | **SKILLS AND** | 4.1 | Effective use of ICT to support learning | Application Form/ | E |
|  | **ABILITIES** |  |  | Selection Process |  |
|  |  | 4.2 | Ability to assist the teacher in planning class activities. | Selection Process | D |
|  |  | 4.3 | Ability to communicate effectively with pupils, families, staff members and the wider community | Application Form/ | E |
|  |  |  |  | Selection Process |
|  |  |  |  |
|  |  | 4.4 | Ability to relate to children/young people from diverse/social backgrounds | Selection Process | E |
|  |  |  |  |  |
|  |  | 4.5 | Ability to work as a team member | Application Form/ | E |
|  |  | Selection Process |  |
|  |  |  |  |  |
|  |  | 4.6 | Ability to work with children exhibiting challenging learning behaviours. | Application Form/ | E |
|  |  | 4.7 | Ability to work quickly and able to prioritise | Selection Process |  |
|  |  | “ | E |
|  |  |  |  |
|  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| 5. | ANY ADDITIONAL FACTORS | 5.1 | Understanding of relevant policies/codes of practice and awareness of relevant legislation | | | Selection Process |  |
|  |  |  |  | | |  |  |
|  |  | 5.2 | Commitment to ongoing personal training and development | | | Selection Process |  |
|  |  | 5.3 | Commitment to working outdoors, whatever the weather | | | Application Form/ | All |
|  |  |  |
|  |  |  |  |  |  | Selection Process | E |
|  |  | 5.4 | Commitment to high expectations for all children. | | |  |
|  |  |  |  |
|  |  | 5.5 |  |  |  |  |  |
|  |  | Willingness to undertake an enhanced Disclosure and Barring Service check. | | |  |  |
|  |  |  | **Please note a conviction may not exclude candidates from employment but will** | | |  |  |
|  |  |  | **be considered as part of the selection process.** | | |  |  |
|  |  |  |  |  |  |  |  |

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.