



**SARUM**  
ACADEMY



# Teaching Assistant Candidate Information Pack



Dear potential future colleague

Thank you for taking the time to find out about our Salisbury school and the possibility of working here with us. At present we are in a period of significant growth due to our increasing popularity for this reason Sarum Academy would welcome applications for the position of **Teaching Assistant** to join our fantastic team.

Sarum Academy is a Voluntary Controlled Church of England Academy founded in 2010 delivering high quality, non-selective, personalised education to students aged 11-19 years. Sarum Academy is a highly successful school with a growing reputation; part of the **Magna Learning Partnership Academy Trust**. Our staff have a very real desire to make a difference to the lives of children and offer high levels of commitment and professionalism as well as a passion for their area of expertise. Students at Sarum Academy make good progress. The Academy secured a Good OfSTED judgement in October 2017 across all areas including the Sixth Form and a Good SIAMs judgement in March 2019.

As a Church of England School our ethos is underpinned by Christian values and principles. Sarum Academy recognises and celebrates diversity, welcoming students and staff of all faiths and none.

We are a happy school, one where students feel nurtured and challenged, one that values all members of the community and our success and reputation is built on professionalism and the strong partnership of students, staff, parents, governors and schools within the Salisbury learning community.

To apply, please download the application form via the school website. If you have any further questions or queries please contact Mr Smith in Human Resources on 01722 342437 or [recruitment@sarumacademy.org](mailto:recruitment@sarumacademy.org).

Thank you again for taking the time to consider Sarum Academy – I look forward to receiving your application.

Mr Jonathan Curtis  
Headteacher



## The benefits of working at Sarum Academy

*The Academy offers:*

A very real chance of **making a difference** to the lives of young people.

**Leadership that cares** for its staff and places huge importance on trying to achieve a 'work life balance'.

An **enthusiastic and driven** team of teachers and support staff.

Ongoing **professional development** of the highest standard with possibilities for **teacher training as an employee of the school**.

Work with professionals across the Magna Learning Partnership and the professional development **opportunities** this enables.

A **strong support network** both within the school and within the Magna Learning Partnership Academy Trust.

A **fantastic working environment** and wealth of resources including full access to ICT.



# Job Description

## Teaching Assistant

<b>Salary Range:</b>	Grade E 35 hours per week –Term Time only Working hours Monday and Friday – 8.15-4.00pm. Tuesday, Wednesday, Thursday– 8.30-4.00pm.
<b>Responsible to:</b>	Headteacher, under the day to day management and leadership of the SENCo

### Core Purpose:

The post holder will assist and support the learning and inclusion of SEN students and groups of students within the Academy. In addition to carrying out professional duties in accordance with the Trusts' Pay and Conditions document, the post holder shall, in consultation with the SENCo:

### Key Accountabilities:

- Provide in class support for students with special educational needs.
- Provide small group intervention, this will also include leading specific SEN interventions.
- Be familiar with a range of teaching resources and strategies suitable for the needs of individuals or small groups and to use them effectively.
- Personalise teaching resources and strategies to meet the needs of an individual or a small group.
- Liaise with staff regarding progress made, problems arising, and any difficulties with accessing work and/or resources.
- Assist in maintaining SEN records, and reports and attend SEN review meetings as required.
- Actively support the teacher in behaviour management and to reinforce agreed rules in working with students.
- Act upon guidance provided by the SENCo and other professionals.
- Work within the performance appraisal process of the Academy, to evaluate own performance and take full advantage of the training and development available.
- Undertake training in basic first aid and appropriate specialist treatment (including intimate care) which SEN children may require during their time in the Academy.
- Assist on Academy visits and activities and attend staff meetings as required within contractual hours.
- Support students during examinations and assessments either as a reader, a scribe or an invigilator.

### Other responsibilities:

- Act at all times as an ambassador for the Academy in a manner which upholds its Christian values and ethos and to model behaviour consistent with the Academy's standards and aspirations.
- Set a good example in terms of dress, punctuality and attendance.
- Take an active role in the Academy's pastoral care of students and fulfil a pastoral and mentoring role.
- Foster good relationships with parents and the wider community

- Have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled.
- Demonstrate a commitment to personal professional development.
- Be subject to performance objectives agreed annually and will be responsible for providing evidence of progress for key accountabilities.
- Carry out other duties as reasonably requested.

# Person Specification

## Teaching Assistant

	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Grade C in English and Maths at GCSE or equivalent.</li> <li>NOTE: <i>Degree level education if wishing to pursue a Teaching Qualification longer term.</i></li> </ul>	<ul style="list-style-type: none"> <li>Post 16 Education.</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>Evidence of a commitment to own professional and personal development.</li> <li>Ability to improve your own practice.</li> </ul>	<ul style="list-style-type: none"> <li>Recent relevant training.</li> <li>Training in relevant learning strategies e.g. literacy or numeracy.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Ability to relate well to children and adults.</li> <li>Basic understanding of barriers to child development and learning.</li> <li>General awareness of Inclusion, especially within a school setting.</li> </ul>	<ul style="list-style-type: none"> <li>Previous experience of supporting students in small groups and in the classroom.</li> <li>Experience of working with students in Key Stage 3 and 4.</li> <li>General understanding of the national curriculum and other basic learning programmes/techniques.</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>A good 'general' knowledge</li> <li>Breadth of curriculum knowledge including English, Maths, Science and Humanities.</li> <li>Awareness of how to provide support for structured learning activities or learning programmes, taking into consideration students learning needs.</li> <li>Appreciation of procedures relating to child protection, health, safety and security, confidentiality and data protection.</li> <li>Understanding of the need to maintain confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of how to provide support for, or teaching of, structured learning activities or learning programmes.</li> <li>Have an awareness of the SEND Code of Practice.</li> <li>Understanding of Literacy or Numeracy programmes.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>The ability to build and maintain positive and productive relationships with adults, students and parents.</li> <li>Able to promote good student behaviour, and deal promptly with conflict and incidents.</li> <li>Experience of working as part of a team appreciating and supporting the role of other people in the team.</li> <li>The ability to manage and drive change.</li> <li>Initiative and flexibility.</li> </ul>	
<b>Commitment</b>	<ul style="list-style-type: none"> <li>Interest in education and improving the lives of young people.</li> <li>Interests outside of work that may benefit students beyond the</li> </ul>	

	classroom.
<b>Personal</b>	<ul style="list-style-type: none"> <li>• Energy, enthusiasm and flexibility.</li> <li>• Good health and fitness.</li> <li>• Good attendance record.</li> <li>• Sense of humour and a positive outlook on life.</li> <li>• Ability to work under pressure and a determination to succeed.</li> </ul>

## **Safer recruitment and equality**

### **Sarum Academy Safer Recruitment Procedure**

Sarum Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All applicants will be subject to a full Disclosure and Barring Service check (DBS) before any appointment is confirmed.

### **Disclosure**

Sarum Academy requires all employees to undertake an enhanced DBS check. You are required, before appointment, to disclose any unspent conviction, cautions, reprimands or warnings under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal record will not necessarily debar you from employment - this will depend upon the nature of the offence(s) and when they occurred.

### **Shortlisting**

Only those candidates meeting the requirements of the Person Specification (evidenced in the Application Form) will be taken forward from application.

### **Interview**

Those shortlisted will be invited to attend an interview process which may include (post dependent) lesson observations, tasks or role specific activities; further shortlisting may take place after lesson observations prior to moving forward to formal interviews with the Headteacher.

During the interview process candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

### **Reference checking**

References from current employers will be taken up for shortlisted candidates, and where necessary employers may be contacted to gather further information.

### **Probation**

All support staff will be subject to a probation period of four months which may, in certain circumstances, be extended by up to 10 weeks. The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the academy with the opportunity to monitor and review the performance of new support staff in relation to various areas, but also in terms of their commitment to safeguarding and relationships.

### **A commitment to encourage diversity**

Sarum Academy is committed to eliminating discrimination and encouraging diversity. Our aim is that our workforce will be truly representative of all sections of society and that each employee feels respected and able to give their best. To that end we are committed to provide equality and fairness for all in our recruitment and employment practices and not to discriminate on any grounds.