

Teaching Assistant



Information Pack



DRIFFIELD
SCHOOL
& SIXTH FORM

Believe • Achieve

Believe • Achieve



“A proud and confident community:
achieving success through trust
and respectful relationships.”

General Information about the School

We are an 11-18 comprehensive school with approximately 1400 students on roll. We are part of the Educational Alliance Multi Academy Trust, an established trust which is developing collaborative partnerships with academies across the Humber region. There are currently five academies within the trust: South Hunsley School, Hunsley Primary, North Cave Church of England Primary School, Malet Lambert, The Snaith School and Driffield School and Sixth Form. North Cave Church of England Primary School will shortly be joining the trust. South Hunsley School is a Teaching School (The Wolds TSA) and is a School-Centred Initial Teacher Training Provider. Each school within the Education Alliance retains its own identity whilst sharing the trust's strong vision and values.



'Driffield School
& Sixth Form is
a friendly and
happy place'.

Ofsted Inspection report January 2020

Driffield School and Sixth Form is a friendly and supportive school; and we do everything we can to ensure that every individual child receives the care, support and guidance they need to thrive and be the best they can be. Our fantastic team of hardworking and caring staff are fundamental to this success; as a result we invest heavily in professional development to enable our staff to flourish, continually develop and access in-house career opportunities. We have a long tradition of being an inclusive and supportive school, aiming for all students and staff to enjoy learning, experience success and develop their full potential.



Staff, governors, students and members of the community have worked together to create a new vision of the key qualities and values they would like to see in the school:

Believe • Achieve

A proud and confident community: achieving success through trust and respectful relationships.

As this dynamic new vision statement illustrates, it is an exciting time for the school which has enormous potential. The hard work of staff and students has resulted in a record number of the highest grades. At A Level, 48% of our students achieved A* to B grades (a 14% increase on the previous year) and 78% A* to C grades. We are really proud of our students' efforts and achievements and this year saw a wonderful set of results for students who can move successfully into employment, apprenticeships and further study in Higher Education after a 99.4% pass rate.

At GCSE level in 2019 a record number of students achieved the highest grades. Our basics measure has improved for the fourth year running with 66% of students achieving at least a standard pass in both English and Maths and 44% achieving a strong pass or above in English and Maths. The number of students achieving grades 7 and above has doubled over the last two years.

‘Staff and pupils
work well
together.
They work very
hard to achieve
their ambitious
goals’.

Ofsted Inspection report January 2020



Our facilities have been designed to ensure the environment promotes learning and these include a purpose built Art and Technology building and a state of the art Performing Arts block. A £1.2 million investment has been completed to update the school's North Building and the energy efficiencies this will create will be reinvested into teaching and learning. All our facilities are actively used by the local community outside school hours. We also have access to the East Riding Leisure Centre (adjacent to the school site) which is equipped with the latest fitness equipment for the benefit of students and staff who are able to access discounted membership rates. The school is also able to use residential facilities at Spiers Bank House, an ex-forestry commission house located near Pickering in the North York Moors.



‘Pupils are happy
at the school
and say that it
feels safe’.

Ofsted Inspection report January 2020

Within the Education Alliance Multi Academy Trust, there are also further opportunities to develop and progress. As a trust, we are here to make great schools and happier, stronger communities so that people have better lives. We do this by always doing what is right, trusting in each other and standing shoulder to shoulder, and doing what we know makes a difference. Doing what is right means always acting with integrity, in the interests of others and being honest, open and transparent.



'Staff feel valued
and supported
and proud to be
working in this
school.'

Ofsted Inspection report January 2020

We are proud of our school and welcome the opportunity to show prospective staff who are interested in any current vacancies around the site.

For more information about the school and everything we have to offer, please visit www.driffieldschool.net.

THE WORKLOAD CHARTER



CULTURE

The culture of the trust and our schools is critical in ensuring we have an enjoyable, rewarding working environment in which all colleagues believe the demands of their job are reasonable and manageable.

We start from an assumption of professional trust and the belief that everyone seeks to do a good job. We ask all leaders to set a good example in how they behave and that they try to reduce levels of stress and anxiety in the organisation.



WORKLOAD

The trust supports the principle of 1265 hours for teaching staff, and where a colleague is not required to attend a particular directed event, for a reason such as not teaching a particular year group, they should not be given directed work.



LESSON PLANNING

Staff are not expected to submit daily or weekly plans. IT systems will be aligned to establish systems and processes that minimise the replication of effort across different schools.



MARKING AND FEEDBACK

- There will be no central trust-wide or school-wide approach.
- There will be no centrally prescribed frequency of written feedback.
- Each subject may have a different approach developed by subject experts.
- We may mark less in terms of number of pieces of work but with greater impact.
- There will be no acknowledgement marking.



DATA COLLECTION

Schools collect student performance data three times a year to ensure they can monitor progress without over-burdening staff. Teachers are only asked to input data that requires their professional judgement.



EMAILS

There is no expectation that staff respond to emails outside normal working hours. We want all staff to be able to achieve a healthy work-home balance and we trust the professional judgement of our staff to make decisions about when they work outside school hours.



INSPECTION

The trust does not conduct 'mocksteds' that require teachers to provide lesson plans or that involve processes outside the normal monitoring and evaluation and performance management policies.



WORKING PRACTICES

Where new initiatives are introduced, they should be based on evidence that they are likely to improve student outcomes and serious consideration must be given to what we are going to stop doing to 'make space' for what is new.

Our Trust



The Education Alliance Multi-Academy Trust was established in 2015 so that South Hunsley School and Sixth Form College could support the setting up of Hunsley Primary School, the East Riding's first and only Free School.

In February 2016, Malet Lambert School, an 11-16 school in Hull, joined the trust and the following year, Drifffield School and Sixth Form joined as a sponsored academy. The most recent secondary school to join is The Snaith School, an 11-16 school, and North Cave CE Primary School joined at the start of the academic year 2019-20. In addition to the six schools, South Hunsley School is also a Teaching School (The lead in Wolds Teaching School Alliance) and a National Support School.

The trust also operates Yorkshire Wolds Teacher Training, the only SCITT based in East Yorkshire, which is training a new generation of primary and secondary teachers in East Riding and Hull.

Our purpose:

We are here to make great schools and happier, stronger communities so that people have better lives.

How we do this:

The way we do this is by:

- Always doing what is right
- Trusting in each other and standing shoulder to shoulder
- Doing what we know makes the difference

Doing what is right means always acting with integrity, in the interests of others, and being honest, open and transparent.

The trust has a clear, transparent and effective governance framework. Further information regarding the Members, Trustees and Governing Bodies can be found on the trust website alongside our Governance Framework and Scheme of Delegation.

Jonny Uttley
CEO, The Education Alliance



Introduction from the Executive Principal



Thank you for your interest in working at Driffield School and Sixth Form. I hope that, after reading the information provided, you will feel not only encouraged to apply, but excited by the opportunities that Driffield has to offer.

I took up post at Driffield School in May 2018 and, having worked in a variety of schools, I was attracted by the huge potential of the students and the school. For me, Driffield has the perfect comprehensive mix of students. We are challenged in our teaching by both our most able, many of whom secure places at Russell group universities, and by those who rely on us for the extra support and care they can sometimes need. Our students are a pleasure to teach and are our greatest assets. I have no doubt that Driffield School will be an outstanding school, but this is not the driver for myself, the governors or the staff. We want to provide the very best of educational experiences for every young person in our local area and this is our motivation.

After three years at Driffield, and I am clear about our many strengths as well as some of the challenges that remain. I have extremely high expectations of myself, of staff and of students. However, we work by the motto of “Work hard and be nice to people”. We are not complacent and as a school and an organisation, we are genuinely committed to our students and our workforce and these pledges are explained in both the ‘Tackling Workload Together’ and ‘Together We Make Better Lives’ booklets.

I firmly believe in earned autonomy and delegated leadership. Driffield offers a great opportunity for colleagues who are passionate about making a difference in an improving school and a supportive organisation to join us at this exciting stage in our journey.

This is undoubtedly an exciting time to join Driffield School and Sixth Form and the Education Alliance. We very much look forward to hearing from you and thank you for your interest in our school.

Best wishes
Scott Ratheram
Executive Principal



Vision: A proud and confident community: achieving success through trust and respectful relationships

Key Priorities	Focus Area	Targets (for more detailed targets see each section)
1. Raise achievement through a curriculum that it is ambitious, well designed and sequenced across all key stages, equipping students with the knowledge and skills for future learning and employment	<p>1.1 Raise achievement, particularly for the most disadvantaged, boys and those with SEND, through an ambitious curriculum, that is adapted to support all students in our context, and provides opportunities for those that fall behind to catch up</p> <p>1.2 Develop and embed a curriculum which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p>	<ul style="list-style-type: none"> • An increasing proportion of students have a positive Progress 8 score and secure the qualifications they need for future learning and employment • A full curriculum, driven by aspirational ambitions for all students, that is tailored to meet their needs • Improved outcomes for key groups of students, including disadvantaged, boys and SEND learners
2. Ensure that teaching and assessment are effective, evidence informed and focus on ensuring students can retain and recall the knowledge and skills needed to thrive	<p>2.1 Continually improve our teaching over the next three years by embedding subject specific and evidenced informed strategies that do not create unnecessary workload for staff</p> <p>a) 'Teaching to the top' and scaffolding so that work given to students is demanding</p> <p>b) Skilful assessment that drives responsive teaching and effective feedback</p> <p>c) Careful sequencing and modelling of new ideas and concepts</p> <p>d) Planning opportunity for regular review and practice</p>	<ul style="list-style-type: none"> • Quality assurance (QA) processes indicate that teaching is strong in all subject areas • All staff access high-quality and subject-specific CPD that positively impacts their quality of teaching • Effective assessment is used to drive responsive teaching, identifying misconceptions and gaps in subject knowledge
3. Embed excellent attitudes to learning and respectful relationships across the school by continually raising the bar, building a culture of high expectations that permeates through all we do	<p>3.1 Ensure that good behaviour and attitudes to learning have a positive impact on student progress through consistent implementation of the Behaviour for Learning Policy and the explicit teaching of learning behaviours and routines</p> <p>3.2 Promote a positive and respectful culture to ensure that all students continue to be safe and feel safe</p> <p>3.3 Ensure that the attendance of all students, especially those with SEND and those eligible for the Pupil Premium, is high or improving to ensure no groups of students are disadvantaged</p>	<ul style="list-style-type: none"> • Behaviour is consistently good in lessons and around the site: low level disruption is rare • Students report that they feel safe and are well supported in school • Whole school attendance has improved compared to last year and is on track for 95.5% (all) and 94% (PP)
4. Support our students in ' Achieving Personal Excellence ' through tailored support and guidance, alongside the knowledge and experiences they need for future success and happiness	<p>4.1 Inspire our students to strive for personal excellence by providing them with a carefully structured curriculum (including APEX), a wide range of experiences and the care they need to succeed</p> <p>4.2 Continue to refine our CEIAG programme against the Gatsby Benchmarks so that students have a clear understanding of what they need to achieve for the careers to which they aspire, and believe they can reach their goals</p>	<ul style="list-style-type: none"> • Student voice demonstrates that they feel safe and supported in keeping themselves safe outside of school, knowing how to keep themselves physically and mentally healthy • Evaluation shows that the careers programme can clearly evidence all the Gatsby Benchmarks
5. Deliver an outstanding Sixth Form that provides our students with the support, experiences, knowledge and skills they require for successful futures	<p>5.1 Ensure that stretch, aspiration and high expectations for all permeates through all aspects of our curriculum design and delivery so that students achieve well</p> <p>5.2 Further refine our provision so that high quality impartial careers guidance; non-qualification enrichment activities and a programme to develop independence and social and personal responsibility, ensures all students have successful futures</p> <p>5.3 Provide opportunities to highlight Year 12 and 13 as role models within the school, displaying outstanding work habits, attendance and punctuality</p>	<ul style="list-style-type: none"> • ALPs grade 3 + • 90% of students access first choice of destination • At least 30% of students access Russell Group Universities • Increasing numbers of students access higher level apprenticeships • High profile Sixth Form Leadership Academy established
National Examination Targets	<ul style="list-style-type: none"> • Students, including the most disadvantaged, boys and those with special educational needs and/or disabilities (SEND), develop detailed knowledge and skills across the curriculum and, as a result, achieve well • Students are ready for the next stage of education, employment or training and gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study 	<div> <div>End of Key Stage 4</div> <ul style="list-style-type: none"> • Progress 8 = above average • Basics = 70% (4+) and 48% (5+) </div> <div> <div>End of Key Stage 5</div> <ul style="list-style-type: none"> • L3 VA = above average • ALPS = 3+ </div>
<ul style="list-style-type: none"> • This document is intended to provide a summary of the main strategies and actions that the school will take over the next twelve months. Detailed plans sit behind • Progress towards the targets will be assessed through the school's quality assurance schedule along with external scrutiny and peer review from TEAL and TSA • The latest data and a brief commentary will be added to Progress Checks 1 & 2 at the end of the autumn and spring terms based on quality assurance activity. The targets will be RAG rated and actions adjusted in purple 		

The SEND team

The Special Educational Needs and Disabilities (SEND) team strives to work in partnership through innovation, creativity and challenge to endeavour that students with additional needs at Driffield School and Sixth Form will become successful, motivated citizens.

The SEND department – “The Link” - is located in the heart of the school. The Link is a safe haven for students with special educational needs and disabilities who access the area for intervention and support from the SEND team. At recreational times, the Link provides a friendly and supportive setting in which students can socialise or seek support and guidance from the SEND team.

At Driffield School we support students with a range of additional needs from Key Stage 3 to Key Stage 5: cognition and learning difficulties, communication and interaction difficulties, social, emotional and mental health difficulties and sensory and physical needs.

We value and recognise the importance of building and maintaining positive relationships with the young people we support and their families. Through a pupil-centred approach, working closely with parents/carers and external agencies, we endeavour to meet the needs of students with special educational needs and disabilities and support the achievement of their aspirations whilst at Driffield School and Sixth Form.

Job Description – Teaching Assistant

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 Drifffield School and Sixth Form. Work will be carried out mainly in the classroom under the guidance of the class teacher or Head of SEND.

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 Head of SEND in relation to the use of support plans for students
4. To assist pupils getting changed for PE or swimming.
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 SEND Manager.
- 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.

The key competencies and behaviours commensurate with this post are identified overleaf.

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.*

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

Personal specification – Teaching Assistant

JOB REQUIREMENTS	ESSENTIAL	Essential	Preferred	* How assessed
Qualifications and experience	Experience of working with young people (this can be as a volunteer or as an employee)	✓		A, I & R
	Experience of working with young people in an educational environment		✓	A, I & R
	Good standard of basic education	✓		A
	GCSE or equivalent in Maths and English		✓	A
	Relevant qualification in child development or education		✓	A
	ICT experience and evidence of training.		✓	A
Personal and interpersonal	Suitable to work with children	✓		I & R
	Effective team player	✓		I & R
	Hardworking, committed, and sensitive to pupil needs	✓		I & R
	Caring and tolerant	✓		I & R
Special Skills and Aptitudes	Knowledge of developments in education and the national curriculum.	✓		A & R
	Understanding of a school environment.	✓		A & R
	Excellent interpersonal and communication skills	✓		A & R
	Effective listening skills	✓		A & R
	Ability to maintain positive relationships with pupils	✓		A & R
	Ability to liaise effectively with other colleagues	✓		A & R
	A range of practical skills		✓	A & R

* A = assessed by application, R = assessed by references, I = assessed by Interview,
T = assessed by Task

