



*'Every Child, Every Chance, Every Day.'*

# Teaching Assistants

St Mark's C of E Primary School

STMK/431



Sussex Way • London • N19 4JF



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**Advert**

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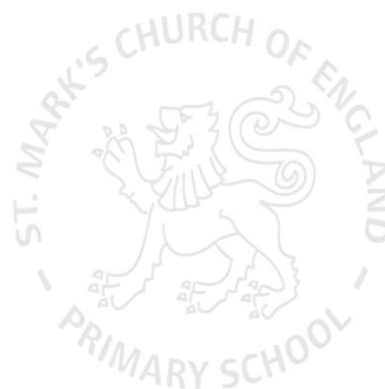
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# St Mark's C of E Primary School

Sussex Way, London, N19 4JF

**Tel:** 0207 272 5967

**Fax:** 0207 272 9013

**Email:** [admin@st-marks.islington.sch.uk](mailto:admin@st-marks.islington.sch.uk)

**Headteacher:** Martha Braithwaite **Deputy Head:** Matthew Jones

## **4 Teaching Assistants across the school, including 3 specifically for early years**

**Salary Grade: Scale 4, spine points 8 - 11**

**Salary Range: £20,758 - £21,900 per annum**

**Full time 35 hours per week including lunchtime duty, Term time only**

**Fixed term**

**Required for September 2019**

St Mark's Church of England Primary School is an inner city one-form entry early years & primary school with a diverse intake of lovely children from a wide variety of backgrounds and cultures. It is also a friendly, inclusive and welcoming school; one that is located in the heart of its local community.

We are looking to appoint 4 Teaching Assistants (TAs), 3 to work in our Early Years Unit, and 1 to work in Key Stage 1. You will need to have the passion and energy for helping our school to continue to deliver excellent support. The role would also involve leading and supporting play activities during lunchtimes.

A job description and person specification for both the Early Years TA and KS1 TA are attached with this advert.

If you think this is you, you will need to be ambitious for our children and enable them to reach their potential. We would also expect you to be fully committed to your work and be ready to contribute to all aspects of school life. In return, we offer professional development opportunities alongside an enjoyable working environment and a supportive, knowledgeable and experienced staff team.

Visits to the school are positively welcomed, please contact Karen Kean on 0207 272 5967 to arrange a visit

Please apply online at <http://jobs.islington.gov.uk/> following the jobs link. If you need assistance, please email us at [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting **STMK/431**.

**Closing Date:** Sunday 18th August 2019

**Shortlisting Date:** Monday 26th August 2019

**Interview Date:** 4th/5th September 2019

*St Mark's School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. An enhanced DBS (Disclosure and Barring Service) with barred list check is required for all successful applicants.*



## Job Description

<b>POSITION</b>	TEACHING ASSISTANT NVQ LEVEL 3
<b>GRADE</b>	Scale 4, Spine Points 8-11
<b>SCHOOL</b>	St Mark's C of E Primary School
<b>RESPONSIBLE TO</b>	Deputy Headteacher

### PURPOSE OF THE JOB

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

### Main Duties

1. Work as part of the staff team at the direction of the Headteacher/SEND/CO/Class Teacher to support teaching provision and pupils' learning.
2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or Statements of SEN, to help them to achieve to the best of their ability.
3. At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs..
4. Support the teaching of and help provide children with full access to the curriculum. Be familiar with lesson plans, IEP targets and learning objectives.
5. Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Policy. Contribute to programmes of support for identified pupils.
7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed.
8. Communicate and liaise effectively with other members of the school staff.
9. Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.

10. Under the guidance of the SENCO, contribute to setting IEP targets and to IEP reviews. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.
11. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as appropriate or implementing home-school liaison systems.
12. Supervise pupils in the playground and plan and organise play time activities.
13. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
14. Undertake any other reasonable duties from time to time as may be directed by the Headteacher/ SENDCO and their nominee.
15. Be prepared to supervise whole classes occasionally (e.g story time) during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

### **Personal responsibilities**

1. Be aware of key school plans, policies and procedures, especially the School Development and improvement plan, Health and Safety Procedures and Child Protection Procedures and to promote the safeguarding of children.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training, training in a particular area of SEN, or in particular aspects of the curriculum, in behaviour management or particular areas of learning need. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
7. To promote the safeguarding of children

### **Equal Opportunities**

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

Date of issue: .....

Signature of Post holder .....

Signature of Headteacher .....



## Person Specification

<b>POSITION</b>	TEACHING ASSISTANT NVQ LEVEL 3
<b>GRADE</b>	Scale 4, Spine Points 8-11
<b>SCHOOL</b>	St Mark's C of E Primary School
<b>RESPONSIBLE TO</b>	Deputy Headteacher

### EDUCATION, EXPERIENCE & ABILITIES

Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).

Attend school training sessions.

Experience of working with children (either paid or unpaid capacity) preferably in an education setting.

NVQ Level 3 (or working towards) or equivalent accredited qualification.

Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.

Able to form and maintain appropriate professional relationships and boundaries with children and young people.

Ability and willingness to work as part of a team

Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.

Ability to communicate effectively and clearly both orally and in writing with a range of people.

Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).

<b>EDUCATION, EXPERIENCE &amp; ABILITIES</b>
<p>Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&amp;L (under direction).</p> <p>Ability to deal with sensitive information in a confidential manner.</p> <p>Understanding of basic First Aid procedures.</p> <p>Knowledge &amp; understanding of the National Curriculum specifically relating to English and Maths.</p>
<p>A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the school.</p> <p>A commitment to deliver services within the framework of the school's equal opportunities policy.</p> <p>Understanding of and commitment to work within the scope of school policies and procedures.</p> <p>Knowledge &amp; understanding of the school's health and safety policy and child protection procedures.</p>
<p>An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.</p> <p>Willingness to attend and participate in meetings to review pupils progress.</p> <p>An awareness of the learning and physical needs of the pupils.</p> <p>Ability to monitor and evaluate pupils' performance.</p> <p>Ability to update and maintain accurate pupil records using the school's systems in place.</p> <p>A commitment to professional development and training.</p>



## Job Description

<b>POSITION</b>	Early Years Teaching Assistant
<b>GRADE</b>	Scale 4, Spine Points 8-11
<b>SCHOOL</b>	St Mark's C of E Primary School
<b>RESPONSIBLE TO</b>	EYFS Phase Leader

### PURPOSE OF THE JOB

To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

### Main Duties

1. Work as part of the staff team at the direction of the Head Teacher/EYFS Phase Leader/SENCO/Class Teacher to support teaching provision and pupils' learning.
2. Under the guidance of the Class Teacher, to work with individuals and groups of pupils in class, including those pupils with additional educational needs, Special Educational Needs or EHCP, to help them to achieve to the best of their ability.
3. At the direction of the Class Teacher, to help to plan and organise learning activities. Help to develop and prepare resources, and plan and implement strategies for teaching and learning for individuals and groups of pupils, taking into account their specific needs, including Special Educational Needs.
4. Support the teaching of and help provide children with full access to the curriculum. Be familiar with lesson plans, targets and learning objectives.
5. Monitor the progress of identified pupils, keep written records consistent with school systems and provide the teacher with feedback on pupil progress in relation to provision.
6. Provide support for pupils' emotional and social development by encouraging and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Policy. Contribute to programmes of support for identified pupils.
7. Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed.
8. Communicate and liaise effectively with other members of the school staff.
9. Under the direction of the Class Teacher, communicate and liaise with professionals from outside the school and implement their advice in provision for individuals or groups of pupils.
10. Under the guidance of the SENCO, contribute to setting targets and to reviews. Attend and contribute to meetings to review pupils' progress, and contribute to written reports.



11. In collaboration with the Class Teacher, communicate and liaise with parents and carers to facilitate the progress and inclusion of pupils, e.g. by acting as appropriate or implementing home-school liaison systems.
12. Supervise pupils in the playground and plan and organise play time activities.
13. Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
14. Undertake any other reasonable duties from time to time as may be directed by the SENCO and their nominee.
15. Be prepared to supervise whole classes occasionally (e.g story time) during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

### **Personal responsibilities**

1. Be aware of key school plans, policies and procedures, especially the School Development and improvement plan, Health and Safety Procedures and Child Protection Procedures and to promote the safeguarding of children.
2. Take part in Performance Management in order to identify and agree development and training needs.
3. Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training, training in a particular area of SEN, or in particular aspects of the curriculum, in behaviour management or particular areas of learning need. Training may be provided centrally or in school.
4. Within your contracted hours, attend staff meetings as required.
5. Understand the specific learning and physical needs of the pupils you support, and know how to respond appropriately.
6. Respect the confidentiality of pupil information and respond sensitively to pupils' needs.
7. To promote the safeguarding of children

### **Equal Opportunities**

The post holder will be expected to carry out all duties in the context of and in compliance with the school's Equal Opportunities Policies.

Date of issue: .....

Signature of Post holder .....

Signature of Headteacher .....



## Person Specification

<b>POSITION</b>	Early Years Teaching Assistant
<b>GRADE</b>	Scale 4, Spine Points 8-11
<b>SCHOOL</b>	St Mark's C of E Primary School
<b>RESPONSIBLE TO</b>	EYFS Phase Leader

### EDUCATION, EXPERIENCE & ABILITIES

- Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C) (or by test).
- Attend school training sessions.
- Experience of working with children (either paid or unpaid capacity) preferably in an education setting.
- NVQ Level 3 (or working towards) or equivalent accredited qualification.
- Knowledge and understanding of the early years foundation stage.
- Knowledge and understanding of the early years safeguarding policy and practice.
- Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work as part of a team
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- Ability to communicate effectively and clearly both orally and in writing with a range of people.
- Ability to organise the classroom activities e.g. preparing and setting out resources (under direction).
- Ability to organise the classroom activities e.g. preparing and setting out resources and implementing strategies for T&L (under direction).
- Ability to deal with sensitive information in a confidential manner.
- Understanding of basic First Aid procedures.
- Knowledge & understanding of the National Curriculum specifically relating to English and Maths.
- A commitment to providing a responsive and supportive service and a willingness to constantly seek ways of improving the school.
- A commitment to deliver services within the framework of the school's equal opportunities policy.
- Understanding of and commitment to work within the scope of school policies and procedures.
- Knowledge & understanding of the school's health and safety policy and child protection procedures.
- An understanding of the importance of lesson plans, IEPs and learning objectives and to contribute to their learning.
- Willingness to attend and participate in meetings to review pupils' progress.
- An awareness of the learning and physical needs of the pupils.

- Ability to monitor and evaluate pupils' performance.
- Ability to update and maintain accurate pupil records using the school's systems in place.
- A commitment to professional development and training.



## How to Apply

### RE: Teaching Assistants

Thank you for your interest in this post.

Please apply online at <http://jobs.islington.gov.uk/> following the jobs link..

*Your application must be submitted on-line no later than **Sunday 18th August 2019.***

### **Completing your application**

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all of the points clearly as detailed within the Person Specification for this post.

### **Safeguarding children**

Prior to appointment, formal checks will be made in accordance with the current statutory requirements relating to child protection.

The post will be offered subject to satisfactory completion of pre-employment checks.

Should you have any queries please email us at [schoolsrecruitment@islington.gov.uk](mailto:schoolsrecruitment@islington.gov.uk) quoting reference number **STMK/431**.

## Guidance for candidates applying for a job with schools

**Before you submit your application form, please read it thoroughly and ensure all sections have been completed legibly and fully and you have addressed all the criteria listed in the person specification.**

### General

The application form plays a crucial part in the selection process, both in deciding whether you will be invited to an interview and at the interview itself. It is vital that you complete the form as fully and accurately as possible. We will not make any assumptions about your experience, knowledge, skills and abilities to do the job.

Read the advertisement, job description, person specification and other accompanying information carefully before you start. All parts of the application form must be completed. Failure to provide information requested may lead to your application being rejected.

### Personal Details

Complete this section fully and clearly. If you do not know your national insurance number, you can obtain it from your Inland Revenue National Insurance Contributions office or DWP office and they'll tell you what to do. All successful applicants will be required to produce documentary evidence of their eligibility to work in the UK\*. Verification of identity is required before confirmation of appointment.

\*A copy of the Asylum and Immigration Act 2006 is available from Schools Human Resources team including a list of the accepted documents.

### Relatives and Other Interests

If this applies to you, please give the name of the employee, the department/school that they work in and the relationship (e.g. husband, daughter).

### Education, Qualifications and Training

Ensure you give all the information requested, including dates, establishment where you studied and make clear the level of any examinations e.g. GCSE, GCE 'O' Level or 'A' Level or equivalents etc. and the grades you obtained. Also include here any skills training you have had. You will be required to produce original documentary evidence of any qualifications relevant to the job, and these will be detailed on the Person Specification. Proof of qualification is required before the appointment is confirmed.

### Employment record

Please list in chronological order, starting with your current or most recent job including employment other than teaching. You have to list details of employment since leaving full-time education. Failure to provide full account of your employment record may lead to your application being rejected.

### Gaps in Employment

If there are any periods of time that have not been accounted for in your application, e.g. periods spent raising a family or extended travel, please give details. Please ensure that there are no gaps in the history of your education, employment and other experience.

### Personal Statement

This statement is an important part of the application form. This is where you should describe your experience, skills and abilities. You must demonstrate competence in all areas listed in the Person Specification by giving short examples. Describe how you match the requirements of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information given is well organised, relevant and brief. You may find it helpful to list each person specification requirement as a separate heading to explain how you meet that requirement.

If you do not send us this statement, you will not be considered for short listing. CVs are not accepted.

### References

All appointments are subject to verification of employment and suitability of the candidate for the post applied for. References may be taken up immediately after shortlisting. Please note:

- It is your responsibility to ensure that all named referees, including Parish Priests, where applicable, have consented to providing a reference.
- You must provide the **professional email address** for references coming from an employer.
- One reference must be from your present or most current employer and references should cover the last 5 years.

- If your last post did not include working with children, a reference will be sought from the employer by whom you were most recently employed to work with children.
- We reserve the right to approach any of your previous employers for a reference.
- Candidates for Headship are advised to seek a reference from their Local Authority.
- Schools/Colleges of a Religious Character are permitted, to give preference to applicants who are practising Catholics. Therefore, it is recommended that one referee should be your Parish Priest/the Priest of the Parish where you regularly worship, if applicable. Most Senior Leadership posts require you to be a practising Catholic and, therefore, one referee must be your Parish Priest/the Priest of the Parish where you regularly worship.
- If you are successful, a further post-offer reference will be requested, seeking information on attendance and sickness records.

All offers of appointment depend on receiving references satisfactory to the school. You must give two referees that have had managerial/supervisory responsibility for you, one of whom must be your current/most recent employer. If you have not worked before, give the name of someone who can comment on your ability to do the job, e.g. a teacher or tutor. Further advice on who is suitable as a referee is available from HR. The school reserves the right to ask for substitute or additional referees, if the one you have provided is not deemed to be suitable.

You may ask to see these references, however, some of the information may relate to a third party, e.g. authorship. This type of information cannot be disclosed to you unless:

- the third party has consented for it to be released, or
- your right to know this information and its source outweighs the right of privacy of the third party.

#### **Disclosure & Barring Service / Rehabilitation of Offenders Act 1974**

The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (Amendment) (England and Wales) Order 2013 provides that certain spent convictions and cautions are "protected" and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website, DBS filtering guide.

All school-based jobs are exempt from the provisions of the Rehabilitation of Offenders Act as the work brings employees into contact with children who are regarded by the Act as a vulnerable group. Therefore you will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act.

If you have been shortlisted and invited for an interview, you will be required to give full details of your criminal record, also be able to discuss any details with the selection panel as part of your interview. This information will remain strictly confidential and will only be seen by those responsible for the recruitment decision. The information will be shredded in line with our policy on the handling and storage of information relating to criminal record disclosures. Disclosure of a criminal record will not necessarily debar you from employment with Islington Schools, this will depend upon the nature of the offence(s), frequency and when they occurred.

The application for an enhanced disclosure with barred list information will be verified before your first day of work. Please read the policy on the recruitment and employment of ex-offenders. If you have any queries, please call Islington Human Resources helpdesk on 0207 527 2875.

#### **Additional Information for people considered to have a disability under the Equality Act**

If this applies to you, please let us know the help you require and we will ensure that reasonable adjustments are made where possible.

#### **Declaration**

It is a condition of your employment that you comply with the prevailing data protection legislation in force from time to time. You must also comply with the Council's data protection and connected policies, which can be obtained from the school office, and all rules, systems, instructions and requirements laid down by the school under the security rules.

#### **Equal Opportunities Monitoring Information**

All job applicants are expected to complete the monitoring details of the form in order to assist us in complying with statutory requirements. All successful applicants are expected to support the policy actively. Copies are available from Islington Schools Human Resources on 0207 527 2875.

# Policy on the recruitment and employment of ex-offenders



## Background

London Borough of Islington uses the Disclosure & Barring Service (DBS) to help assess the suitability of applicants and volunteers for positions of trust. We do this in compliance with the DBS's Code of Practice (copies are available from Islington Schools Human Resources or on the internet at [www.direct.gov.uk](http://www.direct.gov.uk)). This policy on the recruitment of ex-offenders is made available to all applicants and volunteers to jobs that require a disclosure.

## Policy

The Code of Practice requires us to treat all our job applicants and volunteers who have a criminal record fairly and not to discriminate unfairly against staff and applicants on the basis of a criminal record or other information revealed by a disclosure.

London Borough of Islington is committed to equality of opportunity for all staff. A diverse workforce benefits and adds value to the services we provide. We will be proactive in removing barriers that deny equality to people based on race, gender, disability, ethnic origin, religious beliefs, sexual orientation, age or offending background. Having a criminal record will not necessarily bar you from working for Islington Schools. This will depend upon the nature of the position you have applied for and the background of your offences.

## During the application process

When you apply for a job with Islington schools you will be informed if the job you are applying for is subject to a criminal record check. If it is, you will be asked about any criminal record you may have. You should include details of all cautions, reprimands, warnings and convictions. This information is kept confidential and is only seen by those who need to see it as part of the recruitment process. We select applicants for interview based upon their skills, experience and qualifications. A failure to disclose a criminal record (including all cautions, reprimands, warnings and convictions, spent or otherwise) at the application stage will normally lead to the withdrawal of any subsequent job offer.

## If you are offered a job at Islington Schools

The job offer will be made subject to satisfactory completion of a criminal record and other checks such as references, medical fitness for the post and any other essential requirements for the post.

All employees/advisers involved in the recruitment process have been suitably trained to identify and assess the relevance and circumstances of offences, or will seek appropriate advice before making a decision. We also ensure that they have received appropriate guidance and training in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

In the event of the successful candidate having a criminal record, the candidate will have the opportunity of discussing the disclosure with a service manager. As a minimum, the following will be taken into account when deciding whether to confirm the appointment:

- ✓ Whether the conviction or information was disclosed during the application stage;
- ✓ Whether the conviction or information revealed is relevant to the job;
- ✓ How long ago the offence(s) took place;
- ✓ The candidate's age at the time of the offence(s);
- ✓ The number and pattern of offences;
- ✓ Any other relevant circumstances.

All staff/advisers in a position to make recruitment decisions are trained to identify and assess the relevance and circumstances surrounding a criminal record or will seek appropriate advice before making a decision. No decision will be made until your explanation and the above issues have been considered.

## Appeal

You should appeal to the DBS if you believe that the disclosure information is not accurate. Islington Schools Human Resources will decide whether the nature of the inaccuracy is such that a decision on whether to appoint should be postponed until the appeal is completed.

## Policy on handling disclosure information

All disclosure information is kept securely and will only be seen by those who need to use it to carry out their duties. After a period of six months, it is securely disposed of. The disclosure forms are never kept on personal files.

Islington Schools Human Resources has a policy statement on the secure storage, handling, use, retention and disposal of Disclosures and Disclosure information which is available from Islington Schools Human Resources on request.