



Teaching Assistant

Recruitment Pack

May 2021

WELCOME MESSAGE

Dear Applicant,

May I take this opportunity to thank you for expressing an interest in applying for a position at Grangetown Primary School which is part of the Steel River Academy Trust.

You will be joining a team, who are driven to ensure that our pupils achieve the highest possible standards.

As a school, we all work together. The ability to collaborate and be open to development is essential. If you value support and want to be the best teacher that you can be, we would encourage you to apply.

The School is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the School.

Please ensure that you read all of the instructions for applying very carefully and complete the application form in full. Please do not attach any supplementary documents, as the application form is the only document we consider.

If this fantastic opportunity excites you, I look forward to your application.

Regards,



Mr. J.Murgatroyd

ADVERT

Position: Teaching Assistant based across KS2
Contract: Temporary 1 year in the first instance
Required: September 2021
Salary: Grade D
Hours: 32.5

The governors of Grangetown Primary School are seeking to appoint a teaching assistant for September 2021.

The successful candidate will have:

- proven themselves to be a consistently good or outstanding practitioner;
- experience of taking full classes;
- excellent behaviour management skills;
- the ability to work in a team and share good practice;
- a real desire to collaborate and develop professionally; and
- high levels of emotional intelligence to establish positive relationships with pupils and colleagues and to contribute to maintaining the calm, working atmosphere that our pupils enjoy.

Our school can offer:

- a friendly, caring and supportive team;
- quality professional development opportunities in collaboration with other schools across the Trust.
- well behaved, polite and enthusiastic pupils; and
- supportive parents and governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

Closing date: Friday 14th May 2021
Shortlisting: Monday 17th May 2021
Interviews: Wednesday 19th May 2021

Grangetown Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check.

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Email: Lorraine.ackerley@grangetownprimary.org.uk

JOB DESCRIPTION

Post Title	Teaching Assistant
Summary of the job	To work under the instruction/guidance of teaching/senior staff.
Grade	D
Line manager/s	The Headteacher and members of the SLT.

MAIN PURPOSE OF THE JOB

- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.
- Be responsible and accountable for achieving the highest possible standards in work and conduct.
- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Work proactively and effectively in collaboration and partnership with learners, parents/carers, governors, other staff and external agencies in the best interests of pupils.
- Take responsibility for promoting and safeguarding the welfare of children and young people within the school.
- To take and cover PPA sessions across school.
- To cover lessons of a teacher as and when needed and for full days to cover courses, training, meetings and sickness.

DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

- Assist with the development and implementation of SEND Support Plans and Personal Care programmes.
- To support children may have learning, medical, physical or emotional needs.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.

SUPPORT FOR THE TEACHER

- To cover PPA sessions across Key Stage area and other areas.
- To cover teacher for CPD, meetings and sickness.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assist with the planning of learning activities.

- Monitor pupils' responses to learning activities and accurately record achievement/progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupils' responses.
- Undertake programmes linked to local and national learning strategies eg English, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Show a duty of care and take appropriate action to comply with health and safety requirements at all time.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

BEHAVIOUR AND SAFETY

- Establish a safe, purposeful and stimulating environment for pupils, rooted in mutual respect and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage pupils effectively, using approaches which are appropriate to pupils' needs in order to inspire, motivate and challenge pupils.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.
- Be a positive role model and demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.
- Have high expectations of behaviour, promoting self-control and independence of all learners.
- Carry out playground and other duties.

<ul style="list-style-type: none"> • Be responsible for promoting and safeguarding the welfare of children and young people within the school, raising any concerns following school protocol/procedures.
TEAM WORKING AND COLLABORATION
<ul style="list-style-type: none"> • Participate in any relevant meetings/professional development opportunities at the school, which relate to the learners, curriculum or organisation of the school including pastoral arrangements and assemblies. • Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them. • Cover for absent colleagues.
WIDER PROFESSIONAL RESPONSIBILITIES
<ul style="list-style-type: none"> • Work collaboratively with others to develop effective professional relationships. • Communicate effectively with parents/carers with regard to pupils' achievements and well-being using school systems/processes as appropriate. • Communicate and co-operate with relevant external bodies. • Make a positive contribution to the wider life and ethos of the school.
PROFESSIONAL DEVELOPMENT
<ul style="list-style-type: none"> • Be responsible for improving your practice through participating fully in training and development opportunities identified by the school or as developed as an outcome of your appraisal.
OTHER
<ul style="list-style-type: none"> • To have professional regard for the ethos, policies and practices of the school in which you work, and maintain high standards in your own attendance and punctuality. • Perform any reasonable duties as requested by the Headteacher and members of the SLT.

PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

If an application does not meet the expected standard, it will be discarded before being matched to the person specification.

Post	Level 3 Teaching Assistant			
Summary of job	To support teaching and learning			
ATTRIBUTES		E	D	Source
Qualifications	NVQ Level 3 Qualification in Early Years and Child Care or equivalent TA qualification.	X		A
	Educated up to degree level.		X	
	Any relevant qualifications associated linked to working with children.		X	A
Experience	Experience of working across all key stages within a school.	X		A, R, I
	Experience of taking whole classes for specific lessons, PPA and or cover.	X		A, R, I
	Experience of planning short sessions when needed for emergency cover.		X	A, R, I
	Experience of taking part in school trips, sports trips and taking children off site.		X	A
	Experience of working with SEND children within school.		X	A, I
Skills, knowledge & understanding	Working knowledge of the National Curriculum.	X		A, R, I
	The ability to develop positive working relationships with pupils.	X		A, R, I
	Proven behaviour management strategies.	X		A, R, I
	The ability to work positively as an effective member of a team with a range of colleagues.	X		A, R, I
	Good literacy and communication skills in accurate spoken English.	X		A, R, I
	Commitment to maintain values and ethos that nurture and safeguard children.	X		A, R, I
Codes				
E = Essential		D = Desirable		
A = Application Form		R = References		I = Interview

SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind- overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

Applications

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

References

- A minimum of two references will be sought, one of which must be from current class teacher.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The School does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

Self-declaration of convictions by job applicants

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether "spent" or "unspent" and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

SHORTLISTING

Before the closing date, a panel will be created that will include at least one governor. After the closing date, the panel will match your skills/experience against the person specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

INTERVIEW

The shortlisting panel will then conduct the arranged interviews. This will always be a face-to-face professional interview.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel should explore:

- the interviewees attitude towards children and young people
- the interviewees willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidates employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).

SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Working Together to Safeguard Children DfE 2015

Grangetown Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, September 2016'.

The school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.