



All Saints Catholic College

Principal: Ms K Colligan

Bradley Road, Huddersfield HD2 2JT

Tel: 01484 426466 Web: www.aschc.com Email: office@aschc.com



Recruitment Information for Applicants



**Diocese of Leeds
Office for Education and Schools**

This school continues to be "Good" – Ofsted 2017 and judged "Outstanding" by Diocesan Inspection 2018.

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Letter from the Principal

Dear Applicant

Thank you for your interest in applying for the vacant position with the All Saints family.

This is a perfect time to join our College; we are a “Good” school as identified by Ofsted (June 2017) and “Outstanding” in terms of our recent S48 inspection by the Diocese of Leeds (June 2018).

We are a cohesive community, outward-facing and we are keen to continue to develop and deepen our relationship with our families, our partner primaries as well as, of course, our local parishes.

All Saints is a popular school and in 2020/21 will be full in Year groups 7-10. This over-subscription should continue in coming years until all year groups have met their PAN.

Our students come from diverse backgrounds from both Kirklees and Calderdale. We have very high expectations of all of them, both in terms of behaviour and academic performance. The school's values and ethos are firmly underpinned by our strong Catholic faith which informs all we do.

We are looking to recruit ambitious individuals to work with the Senior Leadership Team and staff body to continue to raise standards and help our students fulfil their potential to the maximum. We seek someone with a high degree of visibility, commitment and energy who will serve the whole college community academically, pastorally and spiritually.

The successful applicant will have the support, guidance and counsel of the Principal, Governors and staff, who have demonstrated their strong commitment to the school over many years.

I would very much encourage you to visit the College and find out more about us. If you think you have the right qualities, experience and knowledge to help to lead All Saints to the next level of success, then please apply. I very much look forward to receiving your application.

Yours sincerely

Ms K Colligan
Principal



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Our College

All Saints Catholic College is a successful 11 – 16 voluntary aided comprehensive school with around 837 students. The College is located in the town of Huddersfield, close to the Pennines, midway between Leeds and Manchester. Students come from nine feeder Catholic primary schools and also from non-Catholic feeder schools across a wide geographical area. The College admission criteria are based on Catholic/Christian Faith and/or on students' attendance at feeder schools. A higher than average number of our students stay in education and training beyond age 16.

All Saints has a climate of high expectations where students make good progress in a diverse learning community and was judged to be a good school at the most recent inspection by Ofsted in June 2017.

Ofsted reported that the school continues to be "Good" as a result of the targeted action we have taken, our willingness to learn from other providers and our shared vision for the school community. It was also judged "Outstanding" in the Section 48 Inspection in May 2018. Since then, leaders and Governors have had a keen focus upon the key areas identified for development, and these have now been addressed. RE results have continued to improve and are above national average. Standards in English and Mathematics remain strong. Students know how to improve their skills and learn independently.

The College mission is to include all students and ensure that they progress with qualifications and aspirations to lead a successful life whilst developing talents to serve others. College improvement has consistently focussed on improving outcomes for disadvantaged students. This resulted in the achievement of a DfE Pupil Premium Regional Award in February 2015. Teachers and support staff raise aspirations and encourage students to continue their education and training post 16. The NEET figure is consistently below national average. Students benefit from being part of the Pennine School Sports Partnership and compete at regional level in basketball and athletics. There are opportunities to study academic subjects including the English Baccalaureate as well as GCSEs in creative arts, PE, ICT and technology.

The 2019 cohort entered school with a Key Stage 2 Average Point score of 27.9, 1.2 below National which is Sig-. Unusually, they achieved below the national range in KS4 outcomes with Progress 8 at -0.35. However, RE progress was above average, and a number of subjects achieved above FFT 50 estimates and some achieved above FFT 20 estimates (Drama, Textiles and Photography). Much strategic work has been done to ensure progress is accelerated and bespoke interventions are employed for subgroups and individuals. We are a very outward-facing school and are working with other schools and the Diocese to share best practice for optimum outcomes. New systems have been put in place to ensure predictions remain accurate through a robust system of regular assessment and standardisation. SISRA analytics is utilised as a managerial aid in the monitoring of progress.

The Senior Leadership Team of All Saints is well-established and comprises seven senior leaders as well as the Business Manager. The roles of the team are well defined and linked into the School Improvement Plan (SIP). Senior leaders meet weekly on Wednesdays and the Principal's PA also attends those meetings.

In September 2017 the College moved into a new building and sports centre. It has purpose-built facilities for all faculties including technology suites, a dance studio, a sports hall and innovative information technology services.

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Our Mission

Our mission is to put Christ at the centre of our community. In loving and serving God and one another, we encourage everyone to flourish through learning.

Our Motto

Love • Serve • Learn

Our Virtues

Virtues are qualities that we practise in order to help us become the best version of ourselves.

In our community at All Saints, we are focusing on 5 main virtues.

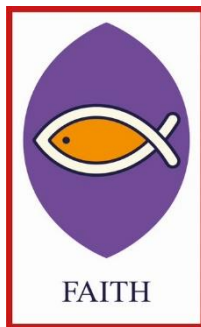
- **LOVE:** To do everything for God, for others and for self with kindness.
- **SERVICE:** To work together for the benefit of everyone.
- **FAITH:** To be guided by faith in all that we do, trusting in God.
- **COURAGE:** Doing the right thing even when it is difficult.
- **RESPECT:** To have respect for ourselves, each other, and our environment.



LOVE



SERVICE



FAITH



COURAGE



RESPECT

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How our pupils feel:



"All teachers have encouraged me this year and I would like to thank all of them."

"I think I have really been pushed to get the best grade I can."



"Felt very well supported by all subjects - they did a lot of revision classes after school and before exams and I felt very supported."



"Every time I would feel confused in lesson, I know that I would get the best help possible from my class teachers."



"I have felt well supported by teachers all through school."

"I have had a fantastic time here at All Saints."



"Careers support was very good. I've been told a lot about colleges."

"Everyone was supporting me as I applied to college."

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Working in Leeds Diocese

Dear Applicant

Thank you for taking the time to find out more about the role at All Saints Catholic College, Huddersfield, in the Diocese of Leeds.

All Saints is a lead school within the partnership of Catholic schools in Kirklees. In that respect, the Governors are looking for someone who has the vision to work with the school and support its partners through the opportunities and challenges over the next few years. The existing partnership is ambitious to see all schools achieve well, be judged good or better and become examples of best practice in serving the needs of their families and communities. The successful candidate is assured of a warm welcome from colleagues and will have every assistance in getting to know the local community of schools as well as the immediate school and parish community.

The Diocese of Leeds covers a wide geographic area encompassing eight local authorities mainly in West and North Yorkshire well served by a network of rail and motorway links. We have 80 primary schools, 13 high schools, a sixth-form college in Leeds and a residential non-maintained school for the deaf. Our smallest school is 20 students whilst the largest is 2,300 students serving both rural and urban areas. There are good partnerships between schools across the Diocese as well as within local deaneries and further networks with local authority schools. Also within the Diocesan educational provision is our Catholic University of Leeds Trinity that is also the higher education partner to the teaching school alliance. The primary Principals from across the Diocese meet regularly and organise retreats both local and to Rome. The Bradford partnership offers another opportunity for joint working with similar events bringing the leadership of the schools together.

The Diocese offers a comprehensive programme of continuing professional development every academic year which is available on the website and open free of charge to all schools giving to the Diocesan school contribution scheme. In future years it is hoped that the teaching schools in the Diocese will also take a role in delivering the programme.

I hope that you will take this opportunity to apply for this exciting vacancy at All Saints Catholic College.

Kind regards

Angela Cox

Principal Officer for Education

Diocese of Leeds

<https://www.dioceseofleeds.org.uk/education>

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CES MODEL APPLICATION FORMS AND SUPPLEMENTARY FORMS

NOTES TO APPLICANTS

These Notes accompany the relevant CES model Application Forms for each category of employee, and the model Recruitment Monitoring Form and the model Rehabilitation of Offenders Act 1974 – Disclosure Form, together referred to as the “supplementary forms”. Where there is a distinction between categories of employee to which these Notes apply, it will be clearly highlighted herein.

Applicants are advised to read through these Notes fully before completing the Application Form and the supplementary forms.

Applicants are advised that references to School/College in the Application Forms, the supplementary forms and these Notes to Applicants includes Academies. Further, references to Governing Body in those documents include an Academy Trust/Company and/or its Governing Body/Board of Directors/Local Governing Body.

TECHNICAL INSTRUCTIONS

1. Depending on the recruiting school/colleges own requirements applicants may complete the Application Form and supplementary forms in three ways:
 - 1.1 Completion and submission electronically;
 - 1.2 Completion electronically, printing and submitting hardcopy via post, or by scanning and emailing;
 - 1.3 Printing off and completing in handwritten format, then submitting by post or by scanning and emailing.
2. Where applicants complete the Application Form and supplementary forms and submit by post, written acknowledgement of receipt will only be provided where the applicant has supplied a stamped addressed envelope with their posted application.
3. Where applicants are completing the Application Form and supplementary forms electronically, applicants should press the TAB button to proceed to the next section of the Application Form and/or supplementary forms.
4. Where applicants run out of space to provide answers to any particular section of the Application Form, they must continue on the additional pages at the back of the Application Form clearly citing the section number (and sub-section number, where applicable) to which their answer refers. They should also complete their name, date of birth and the post applied for at the top of each of the additional pages used.



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GENERAL INFORMATION

5. Applicants must ensure that they are using the most up to date version of the Application Form and supplementary forms. Where there is any doubt, applicants should contact the school/college where the position applied for is based, or the contact person mentioned in the details of the post.
6. Applicants are reminded that this is an application for a post in a Catholic Voluntary Aided School/Catholic Voluntary Academy (if applicable) where the Governing Body/Academy Trust is the employer and that the post will be subject to the terms and conditions of the appropriate CES model contract of employment. A copy of the relevant contract will be provided to the applicant if they are shortlisted for interview.
7. Applicants should note that, in accordance with the safeguarding vulnerable groups' regime, it is their responsibility to have made any necessary registrations relevant at the time of making this application which is required for people working or volunteering with children. Accordingly, applicants are put on notice that any offer of employment made will be conditional upon the results of checks from the Disclosure & Barring Service ("the DBS") and Employer Access Online (regarding teacher prohibition/disqualification from working with children and young people).
8. Before signing this form, applicants must ensure that every section has been completed. Failure to complete all relevant sections may result in an application being rejected
9. All Application Forms, supplementary forms and any relevant documentary evidence should be sent to the school/college where the position applied for is based, or as instructed in the details of the post. Applicants should not return any Application Form and/or supplementary forms and/or any relevant documentary evidence to the CES. Any applications received by the CES will not be forwarded or returned but shall be securely disposed of.

THE APPLICATION FORM – GUIDANCE ON COMPLETING SPECIFIC SECTIONS

Applicants are advised that the Governing Body complies with the School Standards and Framework Act 1998 and the Equality Act 2010.

Details of the Role Applied For

Please delete whichever of "VA School" and "Voluntary Academy" does not apply.

10. Applicant's Personal Details

Section 1 all Application Forms

Please ensure that any former names are provided where appropriate, for example, a maiden name or change of name by deed.

1.6 and 1.8 - Senior Leadership and Teacher Application Forms only – where you have obtained qualified teacher status from a jurisdiction other than England (1.6) or Wales (1.8) please insert your membership number for the relevant teaching profession regulator at 1.8 and provide details of the specific regulator on the additional pages at the back of the Application Form.

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1.9 and 1.10 – Senior Leadership and Teacher Application Forms and 1.4 and 1.5 – Support Staff and Lay Chaplain Application Forms – if you have undergone a Disclosure & Barring Service check in your current/previous employment, please provide your DBS number and date of last check.

11. Details of Applicant's Present Employment

Section 2 all Application Forms

2.1 – if the applicant is not currently employed, they should tick the box that says “no” and proceed to Section 3.

12. Applicant's Employment History and Professional Experience (for Support Staff and Lay Chaplain this section is entitled “Applicant's Employment History and Work Experience”)

Section 3 all Application Forms

Applicants should provide full and accurate details of relevant employment history and professional or work experience. They should not repeat the information provided at Section 2 (if applicable) relating to present employment. Where the applicant is a student seeking a first-time appointment, they should provide details of teaching practice to date (if applicable).

13. Other Employment/Work Experience

Section 4 Senior Leadership and Teacher Application Forms and Section 3 Support Staff and Lay Chaplain Application Forms

4.1 - Applicants should provide details of all other employment and paid or unpaid experience after the age of 16 (e.g. employment unrelated to the teaching profession, voluntary work etc).

4.2 – Applicants must ensure that there are no gaps in the chronology of their education and/ or employment history from the age of 16 to the present day. Section 4.2 should be used to account for any gaps, for example, for time spent raising a family or travelling etc. Failure to provide a full account may lead to an application being rejected. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.2).

4.3 – Applicants must declare whether they have ever been ordained and/or been a member of a religious community. Where the answer to this question is ‘yes’, the Applicant must provide full details and expect that this will be discussed in more detail if they are successfully shortlisted for interview, more particularly in relation to their Canonical status and whether the Applicant is subject to any restrictions which may affect their suitability for appointment to the post applied for. (Applicants completing the Support Staff or Lay Chaplain Application Form must complete the corresponding section, which is section 3.3).

14. Post-11 Education and Training

Section 5 Senior Leadership and Teacher Application Forms and Section 4 Support Staff and Lay Chaplain Application Forms



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Applicants should provide details of education received in this country and/or abroad, academic vocational qualifications obtained including degrees, with class and division, and Teacher Certificates. Applicants must include postgraduate and professional qualifications. Applicants are advised that they may be required to produce evidence of qualifications attained.

Catholic Certificate in Religious Studies ("CCRS") – this was formerly known as the Catholic Teachers' Certificate and Certificate in Religious Education.

Teacher post Application Forms only - require the Applicant to state which subjects they are qualified to teach, other subjects for which they may have experience to teach and give details of any other specialisms and special areas of teaching interest.

Section 5.1 – Senior Leadership posts only - the CES recognises that NPQH is no longer a mandatory requirement in England but applicants should still provide details of NPQH where requested in the Application Form as a potentially desirable qualification. Applicants for Principal posts in Wales must provide details of NPQH as this remains a mandatory requirement for first Headship appointments.

15. Supporting Statement

Applicants should provide a written statement of no more than 1,300 words detailing why you believe your experience, skills, personal qualities, training and/or education are relevant to your suitability for the post advertised and how you meet the person specification applicable to the post. You should pay particular attention to the national standards for the position for which you are applying.

16. References

Section 9 Senior Leadership and Teacher Application Forms and Section 7 Support Staff and Lay Chaplain Application Forms

All applicants are required to provide details of at least two, and up to three, referees. Applicants are advised that schools/colleges designated with a religious character in England and Wales are permitted by law to require certain posts to be filled by practising Catholics.

Senior Leadership posts – Applicants are advised that the 'Memorandum on Appointment in Teachers To Catholic Schools' (amended September 2014), provides that 'the posts of Principal or Principal, Vice Principal or Deputy Principal and Head or Coordinator of Religious Education are to be filled by practising Catholics'. The Memorandum may be viewed by visiting the CES's website at: <http://www.catholiceducation.org.uk/employment-documents/recruitmentprocess/item/1000049memorandum-on-appointment-of-teachers-to-catholic-schools>

Teacher posts – Applicants are advised that schools/colleges are entitled to give priority to practising Catholic applicants.

Support Staff posts – Applicants are advised that schools/colleges (in England only) are entitled to give priority to practising Catholic applicants where it can be demonstrated that it is a proportionate means of achieving a legitimate aim (commonly known as a "genuine occupational requirement"). Schools/colleges may provide guidance to the applicant regarding the definition of a "practising Catholic" with the application pack and/or in the event that the applicant is shortlisted for interview.



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In summary, all practising Catholic applicants, regardless of the post for which they are applying, are advised to provide referee details for their Parish Priest so that the school/college may give priority in accordance with the remit of the law (where applicable). Those applicants applying for Senior Leadership posts referenced in the Memorandum must provide such details.

Notes (i) – Applicants must advise the school/college if they do not want them to contact any of their referees and provide reasons. For example, where applicants are currently employed, they may not wish the school/college to contact their employer until such time that they have given notice to terminate their employment.

Section 9.2 Senior Leadership and Teacher Application Forms and Section 7.2. Support Staff and Lay Chaplain Application Forms

In the event that an applicant is appointed, any failure to disclose the existence of a relationship, whether it be by marriage, blood or as co-habitee, between the applicant or their spouse/civil partner/partner with a member, or an employee, of the Governing Body of the school/college where the post is situated may be considered a disciplinary offence warranting summary dismissal.

17. Immigration, Asylum and Nationality Act 2006

Section 13 Senior Leadership and Teacher Application Forms and Section 11 Support Staff and Lay Chaplain Application Forms

In accordance with the legal requirements of the Immigration, Asylum & Nationality Act 2006 (“the 2006 Act”) (as amended) the Governing Body is under a legal duty to require all members of staff to provide documentary evidence of their entitlement to undertake the position applied for and to ensure that they have an ongoing entitlement to live and work in the UK. These checks need to be carried out for every person the Governing Body employs regardless of race, ethnicity or nationality. Therefore, on conditional offer of employment, and before a successful applicant commences their post, they must provide supporting evidence of their right to live and work in the UK. Generally speaking, the provision of one of the documents listed below will be sufficient proof but applicants are advised to consider the UK Visas and Immigration requirements for preventing illegal working in the UK for a full list of documents that may prove such entitlement which can be found on the Home Office’s website.

The most common proof of entitlement documents are:

- a) A passport showing that the holder, or a person named in the passport as the child of the holder, is a British citizen or a citizen of the UK and Colonies having the right of abode in the UK.
- b) A passport or national identity card showing that the holder, or a person named in the passport as the child of the holder, is a national of a European Economic Area country or Switzerland.
- c) A Registration Certificate or Document Certifying Permanent Residence issued by the Home Office to a national of a European Economic Area country or Switzerland.
- d) A Permanent Residence Card issued by the Home Office to the family member of a national of a European Economic Area country or Switzerland.
- e) A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK.
- f) A current passport endorsed to show that the holder is exempt from immigration control, is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK.
- g) A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no limit on their stay in

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the UK, together with an official document giving the person's permanent National Insurance number and their name issued by a Government agency or a previous employer.

The above list is non-exhaustive.

18. Declaration

Section 14 Senior Leadership and Teacher Application Forms and Section 12 Support Staff and Lay Chaplain Application Forms

The Governing Body has a duty to make a report where the applicant provides false information in prescribed circumstances in accordance with the Education Act 2002.

SUPPLEMENTARY FORMS

19. Recruitment Monitoring Form

Applicants are not required to complete the Recruitment Monitoring Form, however, if they do, they will be helping the school/college to fulfil its duties under the Equality Act 2010.

The Recruitment Monitoring Form will be used purely for monitoring and statistical purposes and will not form part of the application or the recruitment process. The persons involved in the recruitment process will not have sight of the completed Recruitment Monitoring Form.

Where applicants wish to complete the Recruitment Monitoring Form, they should return it with their completed application but in a *separate* sealed envelope clearly marked "Confidential – F.A.O: Recruitment Monitor".

20. Rehabilitation of Offenders Act 1974 – Disclosure Form

We require all applicants that fall outside of the exemptions contained in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended) to provide details of their criminal record at an early stage in the application process by completing the Rehabilitation of Offenders Act 1974 – Disclosure Form. The Disclosure Form should be sent *with* their completed application but in a *separate* sealed envelope clearly marked "Confidential – Rehabilitation of Offenders Act 1974 – Disclosure Form". The Disclosure Form will only be seen by those persons within the school/college and/or Governing Body who are required to see it as part of the recruitment process.

KIRKLEES COUNCIL

SECTION: ALL SCHOOLS MODEL - ESA

JOB TITLE: EDUCATIONAL SUPPORT ASSISTANT 5

GRADE/SCALE: 5,(SCP 15-17)

PURPOSE OF JOB

To work under supervision, direction and guidance of the teaching/senior staff. Assisting the teacher in the overall delivery of the Curriculum and undertake work/care/support programmes to enable access to learning for all pupils and the teacher in the management of pupils in the classroom.

Work may be carried out in the classroom or outside the main teaching area.

KEY AREAS

1. Teaching Support
2. Pupil Support
3. Curriculum Activities
4. General

DUTIES & RESPONSIBILITIES

1. **Teaching Support**
 - 1.1 To undertake duties in accordance with school practices and procedures, ensuring the job holder actively upholds and promotes the philosophies of the school.
 - 1.2 To work under the direction of the class teacher ensuring that progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.
 - 1.3 Under the guidance of the teacher, supervise activities and assist with the general management and control of pupils in school.
 - 1.4 Under the direction of the teacher provide one to one support to pupils or working with small groups of pupils on pre-planned activities, to reinforce the teachers approach.
 - 1.5 To ensure that progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.

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KIRKLEES COUNCIL

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- 1.6 To provide basic clerical duties where required e.g. Photocopying, filing etc.
- 1.7 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- 1.8 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.
- 1.9 To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.
- 1.10 As directed by the teacher to promote good pupil behaviour, dealing promptly with conduct and incidents in line with established policy and encourage pupils to take responsibility of their own behaviour.
- 1.11 To undertake relevant training and development as required from time to time by the Head teacher or LA, and be involved in ongoing development reviews of skills and competencies.

2. **Pupil Support**

- 2.1 To provide support and guidance under the direction of the teacher 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 pupils who require physical restraint and intervention, using such methods as TEAM-TEACH, under the direction of the Head teacher.
- 2.5 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).
- 2.6 To contribute to plans, reviews and evaluations of pupils by monitoring and recording pupils' progress and attendance at meetings as required.
- 2.7 To provide lunchtime cover as required.

3. **Curriculum Activities**

KIRKLEES COUNCIL

- 3.1 Under the direction of the teacher, assist in the structured and agreed learning activities/teaching programmes.
- 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.

4. General

- 4.1 As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA'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. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/employmentPolicies.aspx>

- 4.2.1 Carry out your duties with due regard to current and future School's/LA's policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.

RESPONSIBLE TO: Head teacher/Class Teacher/Senior Educational Teaching Assistant (school to indicate)

RESPONSIBLE FOR: None

JD Reference No	SS/ETA05
JD Prepared / Amended	OCT 2009
Refers to Estab(s)	

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Kirklees Council

EMPLOYEE SPECIFICATION

SERVICE AREA: Children & Young People Service

SECTION: All Schools Model

JOB TITLE: Educational Support Assistant

GRADE: 5

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Experience of working with children/young people.	Application Form/ Selection Process	A
		1.2	Experience of working with children/young people in a school environment.	Application Form/ Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Numeracy and Literacy skills to a level to assist pupil's with their work.	Application Form/ Selection Process	A
		2.2	Completion of DfES Teacher Assistant Induction Programme.	Application Form/ Certificates	B
		2.3	NVQ 2 for Teaching Assistants or equivalent qualifications or experience.	Application Form/ Certificates	B
		2.4	Training in the relevant learning strategies e.g. literacy.	Application Form/ Selection Process	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Understanding of National Foundation Stage curriculum and other basic learning programmes/strategies.	Selection Process	B
		3.2	Understanding of Child Development and Learning.	Selection Process	B
		3.3	Understanding and commitment to the Local Authority's Equality and Diversity Policy and how this relates to the duties of the job.	Selection Process	A

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
4.	SKILLS AND ABILITIES	4.1	Effective use of ICT to support learning.	Application Form/ Selection Process	A
		4.2	Ability to communicate effectively with pupils and staff members.	Application Form/ Selection Process	A
		4.3	Ability to relate to children/young people from diverse ethnic/social backgrounds.	Selection Process	A
		4.4	Ability to work as a team member.	Application Form/ Selection Process	A
		4.5	Ability to work with children exhibiting behaviour difficulties.	Selection Process	A
5.	ANY ADDITIONAL FACTORS	5.1	Understanding of relevant policies/codes of practice and awareness of relevant legislation.	Selection Process	A
		5.2	Commitment to ongoing training and development.	Selection process	A
		5.3	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.	Application Form/ Selection Process	A

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 A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job, you need to have all the B's to do the job, but they could be learnt during the induction, and if you have C criteria this would be an additional bonus. 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.

ES Reference No	CS05
ES Prepared/Amended	JAN 2015
Refers to Estab(s)	