



Appointment Information Pack



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| Vacancy | Educational Teaching Assistant – Part-Time |
| Location | Thornhill Junior and Infant School |
| Start date | September 2020 |
| Closing date& time | Friday 10 th July (12 noon) |
| Salary | Grade 6 (7-11) £19,554 to £21,166 pro-rata |
| Return application to | thornhill@focus-trust.co.uk |

Welcome from the Headteacher

Thank you for your interest in the post of Educational Teaching Assistant at Thornhill Junior and Infant School. This information pack is designed to give you some basic information about our School.

Our popular School is situated in the village of Thornhill, Dewsbury, West Yorkshire, serving a large residential area of private and local authority housing. The School's planned admission number is 420 and the school's admission limit is 60 per year group. The number of children on roll currently stands at 366. Approximately 65% of our pupils are from the most deprived 20% of families nationally, 32.1% are entitled to free school meals, 17% have Special Educational Needs and 18% come from homes where English is not their first language.

Our School is popular with local families and has a reputation for being friendly and welcoming. There are good links with the local community through various activities and we enjoy positive relationships with neighbouring schools as part of the Dewsbury Learning Partnership.

Key messages from our most recent Ofsted report in 2019:

- Leaders have established a warm ethos in the school, based on respect for all. This is underpinned by the wealth of opportunities leaders have put in place which promote effectively pupils' spiritual, moral, social and cultural development.
- Leaders have ensured that the quality of teaching is good. Professional development for teaching staff in subjects such as phonics and writing has ensured that pupils typically make strong progress.
- Leaders have placed reading at the heart of pupils' learning. Consequently, pupils are enthusiastic readers and show a secure understanding of what they have read.
- Teachers ensure that pupils' learning is purposeful by making well considered links between a range of subjects within a topic. Pupils often decide which aspects of a topic they would like to explore. This stimulates pupils' curiosity effectively. They regularly reflect on what they have learned and think about their next steps. Pupils are enthused by this approach and, hence, show positive attitudes to learning and take pride in their work.
- The curriculum is well designed and, hence, captures pupils' interest and feeds their motivation to learn. As a result, pupils demonstrate positive attitudes in lessons.
- The well-developed music curriculum plays a crucial part in supporting pupils' spiritual and cultural development. Pupils benefit from a range of musical experiences, such as an opera visit during Year 4, opportunities to perform in the school band and to compete in musical contests with pupils from other schools. Pupils also learn about other cultures through a focus on different musical genres, significant artists and musicians.
- The behaviour of pupils is good. Pupils rise to adults' high expectations of them and, hence, they conduct themselves well. They are polite, welcoming and respectful. This creates a calm atmosphere in the school.

I am extremely proud to be the Headteacher at Thornhill Junior and Infant School and believe it is a rich and vibrant place to learn and work. I would be very happy to show you around and answer any questions that you may have.

Michael Rowland
Headteacher

Academy details

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|------------------|--|
| Address | Edge Lane, Thornhill, Dewsbury, WF12 0QT |
| Telephone | 01924 485638 |
| Email | thornhill@focus-trust.co.uk |
| Website | www.thornhilljschool.co.uk |



Job Description

| | |
|-----------------------|---|
| Academy | Thornhill Junior and Infant School |
| Job title | Teaching Assistant |
| Grade | Grade 6 |
| Accountable to | Headteacher |
| Line manager | Class teacher/teachers, or Inclusion Manager, or SLT. |

Purpose of the role

To work under the instruction and/or guidance of teaching/senior staff, to undertake work/care/support programs, 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.

Main Duties:

Provide support for learning activities

- To use learning strategies to support pupils to achieve learning goals
- To undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupils responses.
- To undertake programmes linked to learning strategies in, for example, literacy, numeracy, early years, recording achievements and progress
- To provide feedback to pupils in relation to progress and achievement.
- To assist with the planning of learning activities
- To supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning
- To encourage pupils to interact with others and engage in activities led by the teacher.

Supporting children's development

- To assist with the development and implementation of individual educational/behaviour plans and personal care programmes
- To establish constructive relationships with pupils and interact with them according to the individuals needs
- To promote the inclusion and acceptance of all pupils.
- To set challenging and demanding learning expectations
- To promote confidence and independence in pupils
- To establish constructive relationships with parents and carers
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.

Use ICT to support children's learning

- To support the use of ICT in learning activities and develop pupil competence and independence in its use

Observe and report of children's performance

- To monitor pupil responses to learning activities and accurately record achievement/progress.
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.

Learning environment

- To create and maintain a purposeful, orderly and supportive learning environment in accordance with lesson plans.
- To prepare, create and maintain displays of pupils' work, classroom themes and other learning activities
- To prepare, maintain and use equipment/resources to meet the lesson plans/relevant learning activities and assist pupils in their use.
- To promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- To implement the Academy's behaviour policy in a fair and consistent manner

Administration

- To provide clerical/administrative support - photocopying, typing, filing, collecting money etc.
- To administer routine tests and invigilate exams and undertake routine marking of pupil work

Provide support for bilingual/multilingual pupils

Support pupils with communication and interaction difficulties

Support pupils with cognition and learning difficulties

Support pupils with behavioural, emotional and social development needs

Provide support for pupils with sensory and/or physical impairment

Fulfill wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the Academy and the Trust.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Liaise with external agencies with regard to pupil progress, safety and welfare.
- Work with other staff across the Trust and in other maintained Schools or other Academies.
- Communicate effectively with parents with regard to pupils' achievements and well-being.
- To attend relevant meetings as required
- To participate in training and other learning activities and performance development as required.
- To 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.

Personal and professional conduct

A Teaching Assistant is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a Teaching Assistant's career.

Teaching Assistants uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

- treating pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an Academy environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
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- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Professionals working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the Academy and the Trust, and maintain high standards in their own attendance and punctuality.

Professionals must have an understanding of and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the Academy and of the Focus-Trust.

General

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Headteacher or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Headteacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with the needs of the Academy.

Signed Post holder

Signed Headteacher

Dated

Person Specification for Teaching Assistant

Pay Band: SCP 7-11

| Essential Criteria | | How Identified | Desirable Criteria | How Identified |
|---|--|--|---|---|
| Skills: Good Numeracy / Literacy skills Effective use of ICT to support learning Ability to relate well to children and adults Ability to work constructively as part of a team. | | Application form and selection process. Application form and selection process. Application form and selection process. Application form and selection process. | GCSE Maths and / or English grades A-C CSE Level 2 First aid training/training as appropriate Ability to self evaluate learning needs and actively seeks learning activities | Provide evidence by producing certificate. |
| Knowledge and Understanding Policies/codes of practice and awareness of relevant legislation Basic understanding of children's development and learning Working with or caring for children of relevant age. General understanding of national/foundation stage curriculum and other basic learning programs /strategies | | Application form and selection process. Application form and selection process. Application form and selection process. Application form and selection process. | Appropriate knowledge of first aid. To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. | Application form Application form and selection process. |
| Qualifications / Training NVQ 2 for teaching assistants or appropriate level of experience of operating in the classroom environment Training in a relevant learning strategy e.g. English intervention | | Application form and selection process. Application form and selection process. | | Application form and certificate. |
| Other conditions | | Enhanced DBS Disclosure clearance | | |

About our School

Thornhill Junior and Infant School vision

'Together we will make the difference'.

Thornhill Junior and Infant School aims to nurture: happy, confident, inquisitive, responsible citizens with high aspirations for themselves and others.

We seek to achieve this through:

- Working together to create a happy School full of learning, laughter and friendship where individual contributions and opinions are valued.
- Promoting each pupil's self-esteem by building and developing individual strengths and talents so that children feel able to take risks within a safe, positive environment.
- Providing opportunities to explore, investigate and question the world around them through a broad and balanced curriculum enabling children to develop their natural inquisitiveness.
- Creating a stimulating environment, with high quality teaching, where children are encouraged to think for themselves, express their opinions and take responsibility for their learning.
- Supporting children to make the right choices for themselves and others, enabling them to make a valuable contribution to society and become responsible citizens.

Our facilities

Thornhill is a two form entry School. The classrooms are light and spacious and well equipped to ensure the children have a learning environment conducive to the 21st century. We are extremely fortunate to have large grounds which have been designed and developed to support children's learning.

Our curriculum

We offer a broad and balanced curriculum which gives the children a wide range of experiences to develop the whole child. Our curriculum is geared to giving children a firm grounding and the necessary skills to succeed in an ever-changing world as well as providing them with the solid foundations of reading, writing and maths. We are very proud to have achieved the Platinum Sing Up award and Arts Mark Gold.

Our extra-curricular activities

As well as our extensive range of music clubs we have lots of other extra-curricular activities that run throughout the year including; football, cooking, scalextric, board games, homework, lego and arts and crafts.

| Academy Quick Facts | |
|--------------------------|----------|
| Type of school | Primary |
| Age range | 4-11 |
| Location/LA | Kirklees |
| Number of children | 366 |
| Number of teaching staff | 21 |
| Number of support staff | 40 |
| % FSM | 32.1 |
| % SEN | 17 |
| % EAL | 18 |

About The Focus-Trust

Introduction

The Focus-Trust was established in 2012 as a multi-academy trust and approved sponsor. The Trust is a charity and not-for-profit organisation. All staff working in academies are ultimately employed and accountable to the Trust Board; however, their line managers are the leaders of each academy. Each academy has its own local governing body. Further details about the Focus-Trust can be found at www.focus-trust.co.uk

The Focus-Trust Charter

It is the purpose of the Focus-Trust to continually strive to be a learning organisation, where the learning of all children and adults is valued and promoted. The Focus-Trust Charter outlines the behaviours and expectations for everyone.

Commitment

'Learning together – making the difference'

The Focus-Trust Values

Professional honesty is at the heart of everything we do. The Trust knows the academies well because of the strong working partnership between academy leaders and the Trust team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

Care for children, adults and the learning environment

Share expertise and best practice for the benefit of all learners

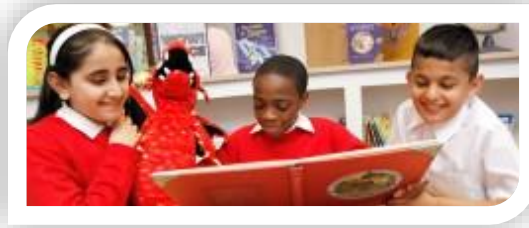
Be **fair**, honest and inclusive – demonstrating integrity

Dare to do things differently and have a go

We expect **learners** to:

- **achieve** well;
- **feel safe and secure** to **take risks** and make mistakes;
- **want to improve** and know how to improve;
- have **high aspirations** and be ready for the next steps in learning and life;
- have **high expectations** of self;
- be **independent, resilient** and **respectful** of self and others;
- be **tolerant** and **open-minded**;
- be **happy** and **confident**;
- have both **independent** and **collaborative learning skills**; and
- be **proud of their community** and know how to contribute to it.

‘Learning together – making the difference’



We expect **teaching** and the **curriculum** to:

- challenge, excite and engage;
- be based on prior assessment and use well-judged teaching strategies in order match individual needs accurately;
- provide constructive feedback to ensure that all children make significant gains in their learning;
- promote independent and collaborative learning;
- promote British values and prepare pupils for life in modern Britain; and
- embed basic skills which are used and applied.

We expect **parents and carers** to:

- ensure that their child has excellent attendance;
- ensure that their child arrives at school on time and is collected on time;
- support their child with home learning;
- attend meetings with their child's teacher; and
- support the ethos and work of the school.

We expect **staff** to:

- take responsibility for pupil outcomes;
- demonstrate high expectations of behaviour, personal development and academic progress;
- create safe and secure learning environments where children and staff feel secure to make mistakes and have a go;
- value and reward both effort and excellence;
- model respect and tolerance;
- enjoy working with children;
- want every child to be the best they can be;
- adopt an aspirational, no excuse, approach to their work;
- ensure learning is challenging for all pupils;
- ensure that parents and carers are respected and treated as partners in learning;
- be proactive, take responsibility and keep up to date; and
- make a difference to the school.

We expect **leaders** to:

- be ambitious for the success of the school and the Trust, showing relentless determination;
- model Focus-Trust behaviours and values;
- ensure that teaching maximises progress;
- hold staff to account for their practice and the outcomes the children achieve;
- take responsibility for the success of the school;
- take responsibility for the wider success of the Trust and all its children;
- strategically deploy resources to maximise progress;
- challenge, support and develop people;
- work with integrity and respect;
- value diversity and equality;
- work in partnership with the community; and
- value both effort and excellence.

Professional development opportunities with the Focus-Trust

All the academies within the Trust are willing partners who have actively chosen to join the Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group. Each of the academies within the Trust is autonomous and has their own distinctive ethos which meets the need of their community.

From the outset, a half termly Leaders' Forum (attended by Headteachers and their Deputies) has met. The purpose of the Leaders Forum is to deal swiftly with operational issues and focus mainly on pedagogical/educational issues. This has enabled a great deal of sharing of best practice from within the academies. Staff benefit from the opportunity to link across a wider community of diverse academies.

A range of other forum groups are in place and have received overwhelmingly positive feedback and support. These include:

- English Leaders – externally facilitated
- Mathematics Leaders – externally facilitated
- Science Leaders – externally facilitated
- Early Years Leaders – externally facilitated
- Governors
- SENCOs
- Business Managers
- Y2 teachers
- Y4 teachers
- Y6 teachers
- Phonic leaders

All of the above forums have enabled staff at all levels to benefit from enhanced professional development and mutual support.

The Trust runs its own programme for the induction of newly qualified teachers. It welcomes School Direct students and has successfully recruited them into permanent teaching positions in our academies.

For more information about how Focus Trust develops its staff, please go to the Focus Trust website www.focus-trust.co.uk

What you might need to know before making an application

Before applying for a post within the Focus-Trust you should be fully aware of the following points.

Terms and conditions

Terms and conditions at the Focus Trust reflect those found nationally.

Pensions

The Focus Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

Continuous Service

The Focus Trust recognises continuous service with local authorities

Employer Relations

The Focus Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

Equality of opportunity

The Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

Safeguarding

The Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

Dress code

We expect all staff to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our staff who we expect to set an example.

Policies

The Focus-Trust and the school have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware of when making an application. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand some of the key policies, e.g. Child Protection, Health and Safety, Acceptable use of IT.

Making an application

To apply for this post you need to:

1. Read this information pack and decide whether you have the skills and experience to meet the demands and requirements of the role.
2. Decide whether to visit the school or contact the Headteacher for a conversation.
3. Complete the application form in full.
4. Complete knowledge and skills profile– no longer than 2 sides of A4.
5. Complete the equal opportunity monitoring form.
6. Return your (i) application form, (ii) knowledge and skills profile and (iii) equal opportunity monitoring form

Completion of application

The information requested on the application form is important in assessing your application. Please complete the form in full. Please write/type in black ink. CVs are not accepted as part of the application process. If you have a disability that prevents you from completing the application form, please contact us to discuss further.

Short listing

The decision to short list you for an interview will be based solely on the information you provide in your application. We will not make any assumptions about your experience, knowledge, skills and ability to do the job.

Person specification

The person specification describes the essential knowledge, experience/professional qualifications which you will need in order to do the job as described in the job description and specification. You need to demonstrate that you have these skills and that you understand and are committed to equality and diversity.

Right to work in the UK

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Validation of qualifications and identity

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

References

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

Previous employment section

Include any relevant work experience, including part time or work undertaken on a voluntary basis in this section, starting with your most recent experience. Ensure you put in full details of dates, names and addresses and your job title. You must explain any gaps in your employment.

Knowledge and skills profile

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use sub-headings in order to keep your statement well focused. If you do not submit this profile you will not be considered for short listing.

Disability

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the academy if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

Disclosure of a criminal record

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

Declaration – relatives and other interests

If this applies to you, please give the name of the employee, the department they work in and the relationship e.g. partner, daughter.

Equal opportunities monitoring form

All job applicants are expected to complete the monitoring details on the form to assist us in complying with statutory requirements.

**Thank you for taking the time to read this information pack.
We wish you every success in any application you may make.**