



Newsome Academy

TEACHING ASSISTANT - SPECIALIST PROVISION CANDIDATE RECRUITMENT PACK



Recruitment Pack Contents

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A proud member of



Information about our Academy



Best Wishes,
Dean Watkin, Headteacher,
Newsome Academy

It is a privilege and a source of great pride to serve both the school and wider community at Newsome. We work closely with the community, parents and carers to make sure everyone is part of our journey to continue to raise standards and create a school where everyone counts; where everyone has the chance to succeed, to discover themselves and learn how to lead a life of integrity, respect and happiness. It is vital that everyone in the community has a voice and knows that they are listened to, including pupils, staff and parents and carers.

Newsome Academy is an aspirational and inclusive school. We believe in the potential of every individual to make exceptional progress from their starting points and to thoroughly enjoy their time at our school. We believe that the wellbeing and happiness of every child is essential and the needs of our children are at the heart of everything we do. Our journey is focused on having very high expectations. It means ensuring children who are successful and strive to achieve their best, know they are valued, believe in themselves and have respect for others. We aim to consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. **You will hear the word 'family' mentioned a lot and we operate very much in this way.**



Information about the Role and Department



Teaching Assistant (Physically Impaired Department)

- **Contract Type:** Permanent – 30 hours per week
- **Salary:** SCP 6
- Actual Annual Salary - £13,875.92
- **Contract Term:** Term Time plus 2 days (INSET Specific)
- **Start Date:** ASAP
- **Closing Date for Applications:** Friday 7th October
- **Interview Date:** Thursday 13th October

Are you a talented professional looking for a new challenge?

We are looking for a talented **Teaching Assistant** that is forward thinking, dynamic and resilient who, working in collaboration with the Specialist Provision and wider SEND Team, will provide high quality support to our learners with additional needs. The colleague appointed will be a natural inspirer, with the ability to work collaboratively with colleagues at Newsome Academy.

It is crucial that the successful candidate has a sound understanding of school landscapes and how to achieve success within these parameters. As well as supporting the SEND department, the successful candidate will also be part of the wider wellbeing family.

Department Information

- The school has a dedicated provision for physical needs and you will join a fantastic team of over 15 staff. The provision has recently had over £1m investment and is well equipped with a range of accessible resources to enhance learning.

Support and Opportunities

- We invest in and support our staff and offer a range of CPD opportunities for career progression.
- We support outward facing initiatives through promotion of school visits and CPD training. We also have opportunities for colleagues to gain wider experience in whole school initiatives and this has supported the promotion of a number of internal appointments over the past 12 months.

Exploring our lovely Academy Further...



Joining a new school is a huge thing and it is important to get a feel. Take a look at our website and the video links which give a flavour of what our Academy is like:

- Get a feel for our environment through our [transition video](#).
- Take a look at the Academy in action through our [Discovery week video](#).
- Take a look at our [parental welcome video](#) by the Headteacher.

Job Description

ABOUT THE POST

This post is cited in the Specialist Provision within Newsome Academy which provides support for children with complex physical impairment, their families and designated local mainstream schools.

The Specialist Provision is part of a range of provision for children with physical impairment in mainstream schools which includes primary provision at Netherhall Learning Campus and KS3 and KS4 at Newsome Academy. These specialist provisions form one of three strands of support for children with: Complex Communication and Interaction Needs, Sensory Impairments and Physical Impairments.

This role is required to work as part of a specialist team including teachers, support staff and a range of other professionals to support the learning and welfare of targeted children and where appropriate ensure smooth transition to their designated local school.

The role includes assessing need, providing learning and educational activities, developing skills, supporting integration and transition, securing children's physical and emotional well being, whilst raising self-esteem and encouraging independence.

This role will involve a combination of support on a one to one and small group basis either in or out of the classroom or specialist provision base. It also involves working with staff from other schools in order to prepare them to fully meet the needs of the children in their local mainstream school. The post involves working in partnership with parents/carers and families in order to build confidence and trust.

Outcomes – Role Specific

- Families / carers of children receiving support from the specialist provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families and schools are provided with support and advice to achieve positive outcomes and meet needs
- Schools and other external agencies are supported as appropriate in assessment of children's needs, in developing effective support strategies, implementation of additional needs and other plans through modelling of good practice
- Children successfully transition to the designated local school within agreed timescales as a result of successful staff intervention
- Appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication
- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant

Outcomes - Generic

- Children are able to play a full part in school, community and family life
- Individuals and groups of children are engaged in all learning activities, learn effectively and make good progress
- Staff maintain high expectations of all children to achieve as well as possible
- Children are managed effectively and appropriately during lessons, break times, lunchtimes and when required travel to and from school or out of school visits and activities
- Teaching resources are researched, selected and prepared so that they meet the diversity of children's needs and interests
- Information Communication Technology (ICT) is used effectively to support learning activities
- Children's competence and confidence is increased as a result of staff encouragement and feedback
- Children's records of progress, attendance and attainment, including observations, target setting and review notes, are maintained and analysed in order to evidence outcomes from interventions and actions taken
- Relevant training and development opportunities are taken up in order to improve practice as required by the Head Teacher/Local Authority (LA). This may include shadowing, attending training courses, participating in coaching and discussion with colleagues
- Positive and quality working practises are in place with host schools

- There is effective liaison with external agencies
- The Specialist Provision and School policies are adhered to and implemented consistently
- Other duties and responsibilities of an equivalent nature are undertaken, as may be determined by the post holder's supervisor from time to time, in consultation with the post holder

This job description is not necessarily a comprehensive definition of the post. It will be reviewed annually.

Person Specification

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have the experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

For the generic competencies you should show how you meet each competency area only, not each individual example.

For the technical competency, please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

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 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.

Achieving Results	
Definition: Delivering the service to agreed standards through the effective use of resources	
Examples of key actions	Where identified
<ul style="list-style-type: none"> Is familiar and compliant with legislative requirements and council policies 	Application Form / Selection Process
<ul style="list-style-type: none"> Performs in a consistent and effective way reflecting on own performance 	
<ul style="list-style-type: none"> Learns from and corrects mistakes where necessary 	

- **Meets required individual, team and service objectives**

Continuous Improvement and Change

Definition: Considering ways of doing things better, and responding positively to change

Examples of key actions

- **Adapts ways of working as agreed and to time, seeking support if necessary**
- **Is positive about change and encourages others to adapt to change**
- **Passes on to managers/team constructive suggestions and ideas on improving services for customers**

Where identified

Application Form / Selection Process

Customer Focus

Definition: Ensuring the customer receives the right service

Examples of key actions

- **Treats all customers with respect by listening to them, takes action to keep them informed of progress, meets their needs and provides help and advice**

Where identified

Application Form / Selection Process

<ul style="list-style-type: none"> • Passes on customer feedback 	
<ul style="list-style-type: none"> • Delivers service in a friendly, professional and responsive manner 	
<ul style="list-style-type: none"> • Deal with customer complaint effectively and appropriately 	

Communication	
Definition: Communicate effectively to encourage good working relationships internally and externally	
Examples of key actions	Where identified
<ul style="list-style-type: none"> • Is approachable, open and reduces barriers to effective communication 	Application Form / Selection Process
<ul style="list-style-type: none"> • Communicates with people on day to day matters in a form that is appropriate to them and the situation 	
<ul style="list-style-type: none"> • Presents a positive image of themselves and the service 	
<ul style="list-style-type: none"> • Accurately reports, communicates and/or records work activities according to organisational procedures 	

Leadership

Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation

Examples of key actions

- Understands how their role relates to service objectives
- Maintains a positive approach and takes responsibility at an appropriate level

Where identified

**Application Form /
Selection Process**

Personal Effectiveness

Definition: Managing your own workload effectively to achieve agreed levels of performance

Examples of key actions

- Understands requirements of their role and the contribution that they make

Where identified

**Application Form / Selection
Process**

Team Working and Partnership

Definition: Working cooperatively with others to achieve agreed objects

Examples of key actions

Where identified

<ul style="list-style-type: none"> • Shares information with the team and others 	Application Form / Selection Process
<ul style="list-style-type: none"> • Treats people with respect and fairness 	
<ul style="list-style-type: none"> • Participates and contributes to team planning and discussions in a positive way 	
<ul style="list-style-type: none"> • Recognises when others need help or when work needs to be done and offers support 	

Technical Competencies	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> • Good general education with equivalent to GCSE Grade 4 or above in maths and English 	Application Form / Selection Process
<ul style="list-style-type: none"> • Willingness to undertake further training and qualifications 	
<ul style="list-style-type: none"> • Knowledge of CAF and safeguarding procedures 	
<ul style="list-style-type: none"> • Knowledge of special educational needs, inclusion and equalities procedures, legislation and relevant guidance 	
<ul style="list-style-type: none"> • The ability to support learning with confident and competent use of information technology is highly desired 	

Experience	
<ul style="list-style-type: none"> • Mainstream and/or special school support experience in the relevant key stage(s) 	Application Form / Selection Process
<ul style="list-style-type: none"> • Experience of working with children with complex needs 	
<ul style="list-style-type: none"> • Experience of working closely with families 	
<ul style="list-style-type: none"> • Experience in modelling effective classroom practice to other staff 	

Information about our Multi-Academy Trust (Impact)



Best Wishes,
Mick Kay, Chief Executive Officer
& Accounting Officer

I am proud to welcome you to Impact Education Academy Trust. The Trust is on a mission to improve the life chances of children and young people and improve social mobility for the disadvantaged. Our vision is to be a Trust where hearts and minds connect; values-driven partners working collaboratively to ensure education impacts positively on students, families, communities and staff. Impact Academies are aligned to the Trust Mission, Vision and Aims. Our Academies have individual identities which reflect the diverse communities they serve. They have the autonomy to create, explore and learn from different practices and our Headteachers believe that leadership and personal accountability are founded on self-direction and reflection. We believe that collaborative leadership and strong partnership development can lead to significant positive impact on the quality of education through sharing the best collective practice. Our values of Heart, Mind and Connect underpin everything we do and our Core Principles and Aims articulate how we will live these out.



The Whitley
AP Academy



The
Halifax Academy



Newsome
Academy
Everyone Exceptional Everyday



WARLEY
ROAD
Academy



Hill View
Academy
Working together to achieve

Our Trust. Our Family.

Where Hearts and Minds Connect



4200 students | 630 staff | £25m budget



Our Vision

A Trust where hearts and minds connect; values-driven partners who work collaboratively to ensure **education impacts** positively on students, families, communities and staff.

Our Mission

Impact Education Multi Academy Trust is on a mission to **improve the life chances** of children and young people.

Core Principles - Our 'Golden Threads' throughout the Trust 'Family'...



Values Driven
Impact Academies are communities where hearts and minds connect. Each Academy is built around a clear set of values which are focused on transforming the lives of our students.



Learning & Research Focused
Impact Academies transform learning through high quality teaching, coaching and using what works best from research. Academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work.



High Expectations
Impact Academies transform learning through high quality teaching, coaching and using what works best from research. Academies are on a journey of continuous improvement, whilst ensuring student and staff wellbeing is at the heart of our work.



Collaborative Leadership
Impact Academies provide clarity of vision which will enable us to develop shared goals with leaders feeling empowered to share their skills and knowledge for the benefit of the wider trust. Our leaders will inspire, motivate and lead with emotional intelligence.



Effective Relationships
Impact Academies place the development of effective relationships at the heart of their work. Inter-connections with each other, the community, culture, our learning and the wider world is the foundation of everything we do. Our relationships are built on mutual respect, professional trust and challenge.



Development Opportunities
Impact Academies invest in the personal development of students and professional development of staff. Impact Academies provide all students with opportunities to make contribution to their communities and beyond.

Impact
Education
Multi Academy Trust





WE LOOK
FORWARD
TO HEARING
FROM YOU
SOON.

Impact
Education
Multi Academy Trust



