

# Teaching Assistant

## Application Pack

**Union Road, Romford, Essex, RM7 0HG.**

**REAch2 Registered address:**

REAch2 Academy Trust

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# Letter from Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust has academies based all across England and includes schools at various stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Steve Lancashire

Chief Executive, REAch2 Academy Trust

# The application process and timetable

**Closing date for applications** – Friday 13<sup>th</sup> December 2019 at midday

**Interviews** – Monday 16<sup>th</sup> December 2019

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

## The application

You are invited to submit an application form, which is available together with this document.

REAch2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Raheel Akhtar via email at [info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk) or via telephone on 01708 932710.

Completed application forms and equal opportunities monitoring forms should be emailed to Raheel Akhtar at [info@concordiaacademy.co.uk](mailto:info@concordiaacademy.co.uk)

## Background on REAch2

The REAch2 Academy Trust originated from the successful school improvement and partnership work led by Hillyfield Primary Academy in Waltham Forest, London. The Trust has grown to become a national family of primary academies committed to raising standards and achieving excellence for all pupils, whatever their background or circumstance.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

REAch2 Trust is part of a teaching school alliance (led by the REAch2 Tidemill Academy in Deptford). As a result, teachers and leaders within the REAch2 family are able to access a range of teacher and leadership development opportunities, including the Improving Teacher Programme and the Outstanding Teacher Programme, as well as programmes for middle leaders and newly qualified teachers.

The Trust is focused on ensuring it supports, develops and empowers its staff so that, in time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. This underpins our approach to school improvement – including the successful improvements that have been achieved so far in many of our schools that have joined the Trust as sponsored academies.

REAch2 benefits from the involvement of leading educationalists, including our board member Professor John West-Burnham, and strong links to prestigious institutions such as the Institute of Education.

## Our cornerstones and touchstones

REAch2 is a cornerstone of every academy in the Trust: a strong, responsible foundation providing a solid base, from which every academy can build and grow. Defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust: seven principles which make our Academies distinctive. Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.



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The touchstones are:



- **Learning:** children and adults will flourish in their learning and through learning discover a future that is worth pursuing;
- **Leadership:** we aspire to an unwavering emphasis on the highest quality of leadership at all levels. The Trust seeks out talent, develops potential and spots the “possible” in people as well as the “actual”.
- **Enjoyment:** children deserve enjoyment in their learning and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging will release in children their natural curiosity, fun and determination.
- **Inspiration:** inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to believe that no mountain is too high and that nothing is impossible.
- **Inclusion:** we celebrate the economic, social and religious differences that serving a range of communities across the country brings and we encourage diversity. Embracing inclusion, particularly those children with special education needs, ensures that the Trust serves all and believes everyone can and must succeed.
- **Responsibility:** we take accountability seriously and by being responsible for every child, we act judiciously with control and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.
- **Integrity:** we are a trust that has a strong moral purpose. As a Trust we recognise that we lead by example and if we want children to grow up behaving appropriately and with integrity then we must model this behaviour. We welcome the fact that all our decisions and actions are open to scrutiny.

**You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: [www.reach2.org](http://www.reach2.org)**

## Job Description

Post:	Teaching Assistant
Salary Grade:	Teaching Assistant £10.75 per hour – London Living Wage (£20,124 FTE)
Working pattern:	Part Time/Term Time – Fixed until the end of the academic year
Responsible to:	Class Teacher/Headteacher

## Main Purpose of the Job

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. The Teaching Assistant will advance student learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEN; enable access to learning for students and assist the teacher in the management of students and the classroom.

## Main Duties and Responsibilities

1. Support for students:
  - a) establish productive working relationships with students, acting as a role model and setting high expectations
  - b) promote the inclusion and acceptance of all students
  - c) encourage students to interact with others and engage in activities led by the teacher
  - d) set challenging and demanding expectations and promote self-esteem and independence
  - e) provide feedback to students in relation to progress and achievement under guidance of the teacher
  - f) assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, including intimate care where required
  - g) supervise and provide specific support for students, including those with special needs, ensuring their safety and access to learning activities
  - h) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
  - i) promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
  - j) supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity



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- k) where necessary, and under the direction of the teacher, act as an escort on and off school premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

2. Support for the teacher(s):

- a) assist the class teacher in determining the most effective and safe layout of the learning environment for the age range, and any special needs of the students
- b) use strategies, in liaison with the teacher, to support students to achieve learning goals
- c) provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- d) promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behavior
- e) show effective behaviour management, ensuring a purposeful, orderly and supportive environment
- f) report uncharacteristic behaviour patterns in individual students and incidents of inappropriate behaviour to the class teacher
- g) provide general clerical/admin support e.g. administer work, produce worksheets for agreed activities, photocopying, filing, inputting data etc.
- h) assist with the planning of learning activities
- i) prepare materials of the quality and quantity specified by the teacher
- j) help students to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- k) regularly review stocks of equipment and materials and follow agreed procedures for reporting deficiencies, damage and shortfalls

3. Support for the curriculum

- a) follow the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and students' developmental needs
- b) give support as needed to help students develop skills in the use of ICT
- c) obtain accurate and up-to-date information on students' current literacy and numeracy skills
- d) agree appropriate support strategies with the teacher to provide literacy/numeracy support across the curriculum and agree appropriate support strategies with the teacher and obtain the resources needed to implement these strategies
- e) promptly inform the teacher when a student is experiencing learning difficulties that cannot be resolved





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- f) use appropriate strategies for introducing students to key words to help them access the curriculum
- g) respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images
- h) provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
- i) monitor students' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- j) provide relevant information to the class teacher about students' learning achievements on a daily basis
- k) provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills
- l) use appropriate strategies for challenging and motivating students to learn

4. Support for the school:

- a) be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- b) contribute to the overall ethos/work/aims of the school
- c) attend in-service training and staff meetings when required
- d) participate in training, other learning activities and performance development
- e) assist with the supervision of students out of lesson times, including before and after school
- f) establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- g) establish positive and effective relationships with all other stakeholders, including parents and governors
- h) accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- i) undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- j) contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement.
- k) demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- l) comply with Health and Safety regulations
- m) give clear, accurate and complete information to other teaching assistants as needed for them to work effectively
- n) provide information to assist other professionals in their role in accordance with school policies and procedures



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- o) show a high level of professionalism at all times, and in accordance with school policies and procedures
- p) be aware of confidentiality and maintain confidentiality linked to home/student/teacher/work, as appropriate
- q) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given to you by parents to the appropriate staff member within the school
- r) promptly report any difficulties in communicating with parents to the class teacher
- s) take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
- t) undertake class cover responsibilities as and when required
- u) support extra-curricular activities by leading an after school club as directed by the line manager
- v) undertake play and lunch time supervision as directed by senior staff

5. Arrangements for appraisal of performance:

- a) participate in the performance review process

### **ADDITIONAL REQUIREMENTS**

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description.

## Person Specification

Skills and Abilities	Essential	Desirable	Indicate if assessed at application or interview stage
Effective communication skills with a range of audiences, both written and oral	✓		Application & interview
Excellent numeracy/literacy skills	✓		Application & interview
Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture		✓	Interview
Display commitment to the protection and safeguarding of children and young people	✓		Interview
Demonstrate a positive attitude to learning and a commitment to professional development	✓		Interview
Ability to teach a structured activity to a group	✓		Application & interview
Excellent interpersonal skills	✓		Interview
Work constructively as part of a team, making important contributions	✓		Application
<b>Knowledge</b>			
Effective knowledge/use of ICT to support own professional activities and to advance student learning	✓		Interview
Prior knowledge, and ability to demonstrate an understanding, of child development and learning	✓		Application & interview
Knowledge of Health and Safety in a school environment		✓	Interview
Strategies suitable for effectively supporting students' learning		✓	Interview
Understanding of the need for confidentiality in relation to students' personal and protected information		✓	Interview
Knowledge of the Primary Curriculum		✓	Application & Interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding and protection of, children and young people		✓	Application & Interview
<b>Qualifications and Experience</b>			
N/SVQ Level 3 in Teaching/Classroom Assistance (or equivalent qualification appropriate to early years)	✓		Application & Interview
English & Maths GCSE at grade C or above	✓		Application & Interview
Training in the EYFS and National Curriculum.		✓	Application & Interview
Relevant medical qualifications/training, such as First Aid training or Paediatric training		✓	Application & Interview
Experience or interest in working with children in a school based environment		✓	Application & Interview



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This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change.