

**One-to-one Teaching Assistant Application Pack**

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# Letter from Catherine Paine, Chief Executive

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 includes schools at all 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.

Employees 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.

**Catherine Paine**

**Chief Executive, REAch2 Academy Trust**

# Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). 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.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

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, release in children their natural curiosity, fun and determination.

**Inspiration** breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: [www.reach2.org](http://www.reach2.org)

**St Mark’s C of E Primary Academy**

**Inspiring minds, achieving excellence, nurturing faith**

### Welcome to St Mark’s C of E Primary Academy.

We are a unique, caring, family orientated school, serving a wonderfully diverse community. Our vision is to **inspire** a thirst for knowledge, thinking and learning through our creative, curriculum and values-based ethos; our core purpose is to ensure that our pupils and staff **achieve** excellence through hard work, determination and a focus on maintaining high standards of attainment and conduct. Here at St Mark’s, we understand that each individual is uniquely created to ‘shine’ and grow into compassionate, resilient and responsible individuals, able to contribute positively to the school, the local community and make a difference in society.

At St Mark’s our mission is to provide the same standard of education and care for all our pupils as we would wish for our own children. As a Church of England Academy, Christian values are central to the life of our school, where we worship together, serve together and grow together. We build **nurturing** relationships based on honesty, respect and trust. In so doing, we welcome everyone from all faith backgrounds and none.

Our learning environment provides a happy, calm and purposeful atmosphere with a culture of high expectations for all. We educate and nurture the whole child through an exciting, creative and inclusive curriculum which develops children’s knowledge, skills and identity across a broad range of subjects, encouraging all to excel.

# The role

**One-to-one Teaching Assistant**

**School / Location:** St Mark’s Church of England Primary Academy

**Start Date:** September 2022 ASAP

**Salary:** Grade 3 Spinal point 5-7

**Hours:** 8.45-3.15

**Closing Date:** Wednesday 7th September 2022 at noon

**Interviews:** Friday 9th September

**Who are we?**

We are a small and caring, family orientated Church of England Academy serving our local community. Our vision for our children is to inspire them through our values based ethos, encouraging a life-long love of learning and a determination to excel and grow into compassionate, resilient and responsible adults of the future.

**What are we looking for?**

We are looking to recruit an experienced One-to-one Teaching Assistant, ideally with SEN experience to join our dedicated team. You will need to have personal qualities and skills of the highest order, to help ensure that St Mark’s Church of England Primary Academy becomes a truly outstanding and highly successful school. Your role will be to support the class teacher, to support pupils’ learning and to support the ethos of the Academy.

**In particular, successful candidates should have:**

* Experience of working with and caring for children on a one-to-one basis
* High expectations of students in terms of learning, achievement and behaviour
* Enthusiasm and dedication to developing innovative approaches to learning, teaching, mentoring and guidance
* A commitment to promoting and fostering good relationships between children and with parents and colleagues

**You should be:**

* Forward thinking and willing to adapt to the changing needs of the school
* Able to promote the warm, caring and friendly ethos of the school to pupils, parents and the public
* Able to perform under pressure
* Confident to use your own initiative when required

**What can we offer you?**

* An active school community with supportive parents and governors.
* Excellent professional development opportunities;
* A supportive working culture that focuses on positive learning behaviour and high expectations for all children;
* The chance to work with a supportive family of schools (REAch2 trust) who share the same passion for primary education.

**Find out more**

Our website <https://www.stmarkscofeprimaryacademy.net> is full of information about our school.

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# The application

To arrange an informal discussion about this role and a tour please contact Taiwo Labinjo, Headteacher.

You are invited to submit a completed application form to the school via [office@st-marks.croydon.sch.uk](mailto:office@st-marks.croydon.sch.uk)

In accordance with our Child Protection and Safeguarding Policy the successful candidate will be required to have an enhanced DBS check with Child Barred List check.

## The application process and timetable

|  |  |
| --- | --- |
| **Application deadline:** | Wednesday 7th September 2022 at noon (applications will be assessed upon submission) |
| **School visits:** | On-site tour and informal discussion to be arranged via Taiwo Labinjo, Headteacher |
| **Interview date:** | Friday 9th September |
| **Contract details:** | Fixed |
| **Salary:** | Grade 3 Scale 5-7 |
| **Start date:** | September 2022 ASAP |

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

# Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job.  The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant’s abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](https://reach2.org/wp-content/uploads/2020/01/Privacy-Notice-Job-Applications.pdf).

**Job Description**

**Post:** 1:1 Teaching Assistant

**Contract Type:** Fixed term for one year

**Responsible to:** SENDCo

**Role & Job Purpose**

To work under the instruction and guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

**Commitment to Diversity**

As a member of the school team to take individual and collective professional responsibility for championing the academy’s diversity agenda and proactively implementing initiatives which secure equality of access and outcomes. Also to commit to continually developing personal understanding of diversity.

**Support for Pupils**

* Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
* Setting challenging and demanding expectations and promote self-esteem and independence.
* Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
* Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
* Establishing constructive relationships with pupils and interacting with them according to individual needs.
* Promoting the inclusion and acceptance of all pupils.
* Encouraging pupils to interact with others and engage in activities led by the teacher.

**Support for the Teacher**

* Using strategies, in liaison with the teacher, to support pupils to achieve their learning goals.
* Assisting with the planning of learning activities.
* Monitoring pupils’ responses to learning activities and accurately record achievement/progress as directed.
* Providing detailed and regular feedback to teachers on pupils’ achievement and progress.
* Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with the school’s Behaviour policy and encouraging pupils to take responsibility for their own behaviour.
* Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils’ work.
* Establishing constructive relationships with parents/carers.
* Administering routine tests, invigilating exams and undertaking routine marking of pupils’ work.
* Providing clerical/admin. support e.g. photocopying, document preparation, filing, money, administer coursework and similar.

**Support for the Curriculum**

* Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
* Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
* Supporting the use of ICT in learning activities and develop pupils’ competence and independence in its use.
* Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

**Support for the School**

* Participating in training and other learning activities and performance development as required, including first aid training.
* Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
* Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
* Contributing to the overall ethos and aims of the school.
* Appreciating and supporting the role of other professionals.
* Attending and participating in relevant meetings as required.
* Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
* Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

**To contribute as an effective and collaborative member of the school team**

* Participating in training to be able to demonstrate competence.
* Participating in first aid training as required.
* Participating in the ongoing development, implementation and monitoring of the service plans.
* Championing the professional integrity of the School Service
* Supporting Customer Focus, Best Value and electronic management of processes.
* Actively sharing feedback on School policies and interventions.

**Green Statement**

Seeking opportunities for contributing to sustainable development of the borough, in accordance with REAch2’s Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

**Data Protection**

Being aware of REAch2’s responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.

Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

**Confidentiality**

Being expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees’ access to and use of REAch2’s databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

**Equalities and Diversity**

REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination. This includes respecting and valuing the different experiences, ideas and backgrounds others can bring to work and home.

**Safeguarding**

Safeguarding is inherent to any role in a school and adherence to safeguarding policies is integral to all roles as detailed in the safeguarding statement on page 9.

**Health and Safety**

Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

# Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

|  |  |  |
| --- | --- | --- |
|  | **Essential** | **Desirable** |
| Right to work in the UK | **\*** |  |
| **Knowledge/Qualifications and experience** | | |
| Prior experience in a Teaching Assistant role | \* |  |
| General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. | \* |  |
| Understanding of relevant polices/codes of practice and awareness of relevant legislation | \* |  |
| Training in the relevant learning strategies e.g. literacy. | \* |  |
| Previous experience of supporting a named child (1:1) |  | \* |
| Understanding of child development and learning | \* |  |
| Use of other equipment technology – computer, video, and photocopier | \* |  |
| Appropriate knowledge of first aid | \* |  |
| **Skills , abilities and personal attributes** | | |
| Good numeracy/literacy skills | \* |  |
| Excellent communication skills together with the ability to communicate fluently in English to fulfil the requirements of the post | \* |  |
| Ability to self-evaluate learning needs and actively seek learning opportunities | \* |  |
| Ability to relate well to children and adults | \* |  |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | \* |  |
| Enthusiasm and dedication to developing innovative approaches to learning, teaching, mentoring and guidance | \* |  |
| Evidence of a commitment to safeguarding and promoting the welfare of children and young people | \* |  |
| Participate in development and training opportunities | \* |  |
| Commitment to promote and support the aims of REAch2 | \* |  |