

INFORMATION FOR APPLICANTS:

Teaching Assistant Level 2 (Student Specific)



WELCOME TO THE ESSA FOUNDATION ACADEMIES TRUST

We recruit people for attitude and train for skills

We aim to recruit great people. We would rather make no appointment than appoint someone who is not suited to our ethos. For this reason, we clearly articulate our vision, values and expectations when putting together information for applicants and we always give a lot of attention to appointing the right person.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and
- are not afraid to admit to seeing themselves as potential leaders of the future.

We know it's a cliché, but we really do want to recruit people who will make a difference. A high proportion of our children are disadvantaged and many speak to English as an additional language; they face barriers to learning. We are therefore looking for colleagues who are on a mission – the kind of people that make others smile because of their enthusiasm; the kind of people who will get satisfaction from seeing our children learn to do things that staff in other schools might take for granted. In return you will get a lot back from our young people - they are lovely – and you will be working for a trust that will take an active interest in your development.

Finally, I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read, coupled with anything else you discover about us, inspires you to apply for this post.

Andrew Cooper, Chief Executive



THE TRUST

The Essa Foundation Academies Trust currently sponsors two academies:

- Essa Academy, age 11-16.
- Essa Primary School, age 4-11.

Essa Primary School was inspected in October 2019 and was judged to be good in all areas with outstanding early years provision. Essa Academy was inspected in May 2018 and judged to require improvement. However, the academy has developed rapidly and was in the top 20% of schools nationally for progress in 2019.

Essa Primary (October 2019)

'This is a happy and caring school. Pupils behave well. They listen attentively during lessons and they follow teachers' instructions carefully. No time is wasted in class.'

'Pupils enjoy school. They are polite, and they respect the differences between themselves and their peers.'

'Children get off to a flying start in Reception. Teachers in the early years have created classrooms brimming with exciting learning activities.'

Inspectors also praised the leadership of the Principal and her team who they said 'have worked tirelessly to develop the school.'

Essa Academy (May 2018)

'The new Principal has provided highly effective leadership...he is very ambitious on behalf of his pupils.'

'The Principal has the full support of his senior leaders, who are equally uncompromising in their desire for pupils to have the best possible life chances.'

'Pupils are typically welcoming, polite and well-mannered.' They 'confidently shared with inspectors their understanding, appreciation and celebration of British values. Pupils respect differences and value diversity.'

Pupils also told inspectors that they feel safe and the school is 'a happy place to grow up in.'

VISION & VALUES – All Will Succeed

Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Here is what is at the heart of all we do:

Developing decent people:

Results and qualifications are important, but they are not the whole story – far from it. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We'll do this by instilling an acceptance that hard work, effort and application really does pay off. Through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn – this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for all:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

Big on attitude:

We will frequently stand back and reflect on how we can do things differently and better. That doesn't mean latching on to the latest fad: it means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in sharing:

We believe there is a strength brought about by working together within a multi-academy trust, enabling shared resources, shared knowledge, shared experience and shared success. What's great about our family of schools is that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their GCSE results and their future plans. That puts us in a unique position; it's also a tremendous responsibility.

Essa Foundation Academies Trust

The Essa campus is very well placed for both motorway access and public transport. M61 J4 is very close by giving access to the Greater Manchester, Lancashire and Cheshire motorway networks and is close to Bolton railway and bus station.

For more information on our family of schools please visit our website www.efatrust.org

Essa Primary School

We are proud of our pupils, and their achievements. Our key objective is to provide our children with the best opportunity to achieve their potential during their time with us as we help them to develop into independent learners who are able to actively engage and contribute to the ever changing society and wider world.



Essa Academy

At Essa Academy we have a universal belief in our mission 'All Will Succeed', with access to outstanding resources and a strong sense of belonging, ownership and community underpinning our work. Our students and staff are amazing and reflect the ethos of the academy.



EFAT Support Services

We provide administrative and business support such as HR and Finance Support throughout the trust.

Essa Education Ltd

Essa Sports Centre is a modern, state of the art sports facility and community asset, used for a variety of academic and sporting needs, as well as events, meetings, conferences birthday parties and more.

Our facilities include a full-sized 3G pitch, multi-use sports hall, dance studio and MUGA (Multi-Use Games Area). Other facilities available for hire include theatre with stage, classrooms & communal dining area.

Essa Education Ltd is a wholly owned subsidiary of Essa Foundation Academies Trust.

THE POST

Essa Primary are looking for a Teaching Assistant to support pupils to access the curriculum through delivering interventions and providing one to one in-class support. Working under the guidance of teaching/senior staff, the successful candidate will 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.

This post is a student specific role, to support a pupil with Down Syndrome and hearing impairment, currently in Reception and is fixed term to 31/08/2028 subject to the student remaining at Essa Primary Academy and funding continuing.

The post is 35 hours per week. Hours of work are 8:00-3:30 Monday to Friday.

Term Time plus 2 days. These 2 days are in addition to the days that pupils attend and normally occur at the start of each academic year. All staff are required to attend.

Grade D, Scale Point 6 (in the range 6-11, £19698 per annum FTE (actual salary for 35hours, term time plus 2 days £17404 approx per annum)

RECRUITMENT TIMETABLE

Thursday 15 th April 2021	Advertisement appears
Thursday 29 th April 2021	Closing date for applications (by 07:00am)
Friday 30 th April 2021	Final shortlisting and contact with candidates References will be requested at this stage
Week Commencing 3 rd May 2021	Interviews

JOB DESCRIPTION

Post: Teaching Assistant Level 2
Grade: 4 Scale Points 17 - 21
Department: Primary
Responsible to: SENDCO
Terms: Term time plus 2 days

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

Role Specific

To work under the instruction/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.

Support for Pupils

- Supervise and provide particular support for pupils, including those with special needs, intimate care needs and wider health needs, ensuring their safety and access to learning activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote the inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

Support for the Teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their

own behaviour.

- Establish constructive relationships with parents/carers.
- Administer routine tests and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing, money, administer coursework etc

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS1, KS2, Foundation Stage, recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

Support for the School

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

Equalities

- Be aware of and support difference and ensure that pupils have equality of access to opportunities to learn and develop

Health and Safety

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection; and report all concerns to an appropriate person.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Customer Care

- To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of it's people as a resource.

Develop oneself and others

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.

- To be ready to share learning with others.

Valuing Diversity

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust's Code of Conduct.
- All staff will ensure the safeguarding of young people by the implementation of Child Protection and other safeguarding policies.
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- All staff will ensure that they are aware of and work within the requirements of all Every Child Matters policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all Personnel related policies.

This job description is subject to change.

Employee Name

Date

PERSON SPECIFICATION

Candidates will be assessed on the following:

QUALIFICATIONS

- 5 GCSEs grade A*-C including English and Maths
- Recognised childcare qualification equivalent to NVQ level 3
- Current pediatric first aid qualification or willingness to achieve
- Current Safeguarding training or willingness to achieve
- Further training as a Teaching Assistant e.g Supporting Teaching and Learning in Schools qualification is desirable
- Moving and handling training (or willing to attend)

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- Experience of providing high quality education for children
- Experience of supporting pupils with a physical impairment, including personal care
- Experience of supporting pupils with Down Syndrome

SKILLS AND ABILITIES

- Ability to work on own initiative as part of a team
- Ability to write reports that will be helpful and provide information to parents, carers and professional staff
- Ability to use ICT to support learning

ATTITUDES AND APPROACHES

- A reflective practitioner with a desire for continuous improvement
- Want to develop own learning and do things differently and better
- Committed to high standards
- A commitment to working within a multi-academy trust to develop a collaborative vision which embraces excellence, high standards and inclusion
- Possess energy and enthusiasm
- Willing to learn from and with others in the development of good practice
- Have a good sense of humour
- Have humility
- Resilience
- Willing to try out new ideas
- Flexible
- Ambitious – can see an opportunity to make an impact and develop own skills

HOW TO APPLY

Please read the information in this pack. If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to Essa Foundation Academies Trust. The application form can be found on the vacancies page of our website at www.efatrust.org/as-a-staff-member

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it. **Please ensure that you address your application to Mrs Joanna Atherton, Principal, EFAT, Lever Edge Lane, Bolton, BL3 3HH. Telephone: 01204 333 222 or E-Mail: hr@efatrust.org**