



Teaching Assistant (Early Years) Application Pack

Letter from Sir 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 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.

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.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Letter from Miss Helen Bye, Headteacher, Scientia Academy REAch2 Academy Trust

Dear Candidate

Scientia Academy is a two-form entry primary school providing a part time morning and afternoon Nursery. We offer a friendly and stimulating environment, where children are encouraged to become confident, caring, articulate and independent learners on their journey to secondary education and use their abilities to the full. We provide a calm and happy atmosphere and set high standards of respect, courtesy, hard work and achievement for all children and adults.

The school is equipped with modern purpose built classrooms, state of the art ICT suite and 4D cinema an extensive library, art and craft rooms in an expertly designed learning environment. We offer extended school services, which include Breakfast and After School Clubs. Enriching the curriculum as much as possible through educational and residential trips, visiting speakers and professionals drawing upon the local and wider community. Parents are encouraged to become actively involved in their children's learning through regular coffee mornings, termly review days.

We are very proud of the social and cultural diversity of our school. The children and staff come from a variety of backgrounds and cultures and we aim to celebrate the richness that this brings to the school. This diversity is reflected in our curriculum, our policies and procedures and our school environment.

At Scientia the staff are committed to provide excellence in teaching and learning for every child in our school. We are looking for people who will bring these traits to our school as well as complementing the collegial atmosphere that already exists here at Scientia. If you feel that Scientia is the right type of environment for you then we would love to hear from you.

Miss Helen Bye

Headteacher, Scientia Academy 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 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)

The role

Required to start as soon as possible

Post: Teaching Assistant Early Years

Employer – Reach2 Academy Trust Scientia Academy

Location – Scientia Academy, Mona Road, Burton on Trent, DE13 0UF

Hours – 32.5 hours per week, Term Time Only + excluding Inset Days

Contract – Part-time Permanent

Salary –New SCP 5 to 6 **salary £19,312 per annum pro rata**

About The Role:

Scientia Academy is a two form entry school for children aged 3 -11 years old. Our latest Ofsted Inspection judges the school to be 'Good' overall. We have a strong, passionate and committed leadership team whose vision is shared with the rest of the staff.

We are looking to appoint a Teaching Assistant to support high quality teaching and learning with both behavioural and learning support to pupils with Special Educational Needs across Early Years. You will be required to work alongside individual children and

groups in class and also take the lead in managing small groups of pupils for specific interventions as required. You will support children with Special Needs on a 1:1 basis and provide support at lunchtime.

The successful candidate must:

- possess a NVQ or BTEC Level 2 diploma in Teaching & Learning or relevant qualification to work within an early years setting
- have experience in supporting pupils at all levels and ability
- be enthusiastic, highly motivated, enjoy working with young children and be passionate about making a positive difference to children's lives.
- have a range of strategies to support learners of all abilities, and provide excellent support for individual pupils
- be able to work as part of a successful, hardworking, dedicated team.

In Return we can offer:

- an extremely supportive, friendly team and a modern, well-resourced work environment;
- exceptionally well-behaved, enthusiastic, happy and motivated children who are eager to learn;
- professional development through high quality CPD and opportunities in subject leadership;
- high expectations of pupil behaviour and achievement;
- a commitment to wellbeing and a chance to be a part of a driven, skilled and dedicated team;

This is an exciting opportunity and we look forward to receiving your application.

Closing Date: Friday 27th August 2021 12 noon.

Interview Date: Thursday 9th September 2021

Application Form:

Please return your completed application form to Marion Chimenes, School Business Manager, Scientia Academy, Mona Road, Burton on Trent, DE13 0UF or email to marion.chimenes@scientia-academy.org.uk Tel: 01283 248 113

Additional Information

Scientia Academy is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

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

The application process and timetable

Application deadline:	Friday 27 th August 2021 12noon.
School visits:	Visits to the school are available, please contact the school office on 01283 248 100 to arrange a suitable time.
Interviews:	Thursday 9 th September 2021
Contract:	Part-time, Permanent, Term Time Only excluding Inset Days
Salary:	New NJC payscale Spinal Point 5 to 6
Job starts	As soon as possible

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

Job Description and Person Specification

Post: Teaching Assistant Level 2

Salary: Grade 4, NEW SP 5 to 6

Responsible to: Headteacher

JOB PURPOSE

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

The primary focus will be to maintain good order and to keep pupils on task.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Supervise and provide particular support for pupils, including those with special 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.

Teaching assistants may from time to time be delegated to support the specific learning needs of an individual child or small group of children with SEN. This support may include:

- Supporting the physical needs of the child (medication, toileting etc.).
- Supporting the child as a member of a group.
- Monitoring behaviour.
- Carrying out particular programmes to meet specific needs.
- Taking part in routine liaison with professionals involved with pupils.
- Taking part in meetings with and supporting the child's parents/carer.

SUPPORT FOR TEACHERS

- 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 pupil 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 invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- Allowing the child space to experiment, meet challenge and make mistakes, to grow and develop without over reliance on adult support.

Teaching assistants may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.

Liaison with parents is primarily the teacher's responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the class teacher before any reply is made. Unguarded remarks can be dangerous in this respect.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

- Implement local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their 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.

These duties are not exhaustive and may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment.

Person Specification

	Essential	Desirable
	<ul style="list-style-type: none"> Right to work in the UK. 	
Qualifications and experience	<ul style="list-style-type: none"> (QCF) Level 2 Certificate in Supporting Teaching and Learning in Schools or relevant Early Years L2 qualification. Two years minimum satisfactory experience as a TA, with evidence of INSET undertaken. 	<p>Early Years Level 3 qualification.</p> <p>Experience of working with children who have a wide variety of educational needs.</p>
Knowledge and understanding	<p>The Level 2 TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> how children develop; how to support children in literacy and numeracy; how to support children with Special Educational Needs; how children learn and how to motivate them; the early stages of child development 	

	Essential	Desirable
Skills	<p>The Level 2 TA will be able to:</p> <ul style="list-style-type: none"> • work with an individual or a group; • reinforce teaching points during teacher input; • clear up misunderstandings and sort out misconceptions; • teach new concepts as agreed with the class teacher; • model acceptable behaviour; • provide strategies for spelling, reading, number skills; • extend children's thinking skills; • assess children's understanding of text and reading skills; • assess children's understanding of maths concepts; • discuss with children their understanding of learning objectives; • suggest ways of developing learning; • encourage good social skills; • update assessments and Individual Education Programmes; • liaise with the SENCO and outside agencies; • take an active involvement in medium-term planning. 	<p>In addition, the Level 2 TA might also be able to:</p> <p>provide support to less experienced TAs.</p>
Personal characteristics	<p>Calmness</p> <p>Confidentiality</p> <p>Empathy</p> <p>Enthusiasm</p> <p>Flexibility</p> <p>Initiative</p>	

	Essential	Desirable
Additional Factors	<ul style="list-style-type: none"> • Evidence of a commitment to safeguarding and promoting the welfare of children and young people • Commitment to promote and support the aims of REAch2 	

All the above attributes will be verified via references which will be followed up prior to appointment.

I have read and understand my job description.

Employee Printed Name

Employee Signature

Date

Headteacher Printed Name

Headteacher Signature

Date