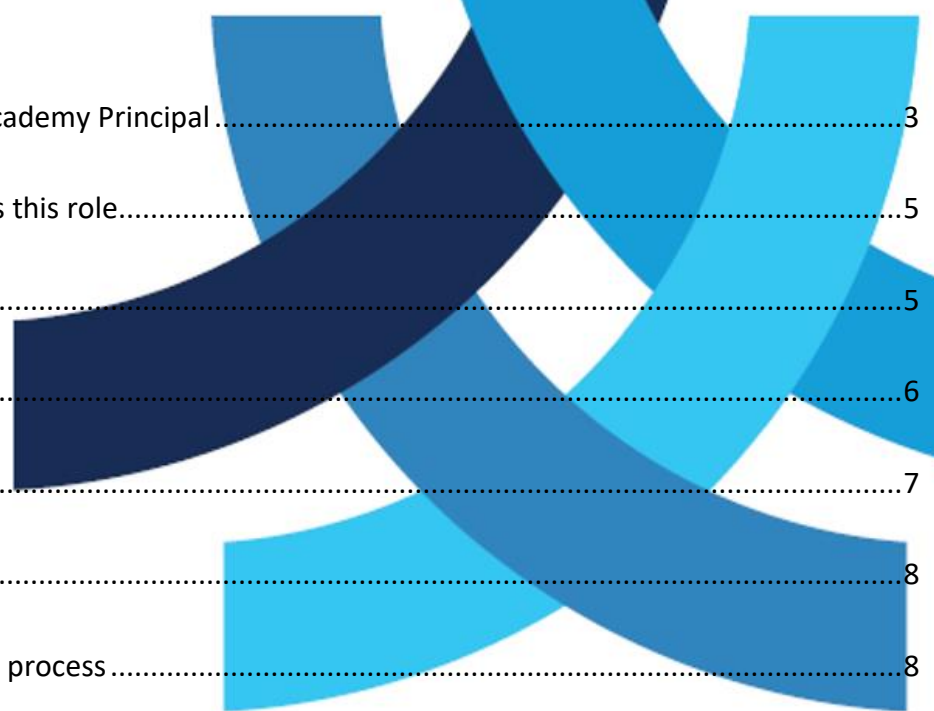




Recruitment pack

Level 2 Teaching Assistant



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Welcome from the Academy Principal

At Westbury Academy we strive to deliver a high-quality curriculum which is based upon the needs of our pupils focusing on maximising each child's academic potential whilst developing their social and emotional skills.

Our aims and ambitions are as follows:

Powerful knowledge- our values-based curriculum focuses on what our pupils are entitled to learn in the context of the community we serve and is considerate of each child's previous experiences.

The Whole Journey- the preparation and progression phases are designed to build on a relationship model in years three to eight, and a bespoke curriculum experience in years nine to eleven.

Celebrate the individual-weekly assemblies allow staff and children to come together to reflect and celebrate curricular experiences and the diversity of skills, knowledge and cultural wealth within our community.

I am proud of the work we do at the school and our pupils make excellent progress at Westbury Academy accessing a wide variety of appropriate and bespoke qualifications including GCSEs, BTEC and entry level accreditation.

We work successfully with other agencies to support the personal development and wellbeing of our pupils including Child Adolescent Mental Health team (CAMHs), Social Care and Community Police. In addition, we engage in therapeutic support services including a behaviour therapist.

Our Pastoral Team provides fantastic support to our pupils both within the school and the wider community. It is led by our Deputy Principal, Mr Richardson and includes Mr Siddons and Mr Endy, our two Assistant Principals for the Preparation and Progression Phases, our SENCo, and Pastoral and Wellbeing Lead. This team allows us to ensure that we meet the social and emotional needs of our young people and also support families wherever possible.

Mr Lee Morgan NPQH
Academy Principal

POST	LEVEL 2 TEACHING ASSISTANT
Reports to	Senior Leader for appropriate phase
Salary range	GLPC – D Points 6 to 11
Contract type	Permanent

You will play a special role to create change in the life of the children you support. As a teaching assistant, you help children overcome learning and developmental challenges, and make a significant contribution to the quality of education which our pupils receive.

The roles allocated to a teaching assistant are diverse, so they may vary from school to school. In this Academy, the main duties for a teaching assistant posts are:

- to assist with teaching children in class, alongside and under the direction of the class teacher
- to support children who may have additional or special needs
- to lead lessons under the direction of the class teacher
- to teach groups of children for intervention sessions
- to support individual pupils in accessing their educational provision

In the role, you will need to be ready for something different every day. You will deal with new topics or new problems to be resolved. But helping children to attain to their potential will be rewarding. When you support individuals or small groups to reach their goals, or increase in confidence, their smiles of success will make your day worthwhile!

Why the school needs this role

This fantastic opportunity has become available as the school continues to drive its core ambition to offer an excellent education to all children.

You will help children learn and develop the skills and character required to foster confidence, curiosity, creativity and empathy. We believe that with these values, they will progress with the spirit and skills necessary to embrace life's challenges.

The opportunity

Do you want to go to work every day knowing that you're valued and making a difference? If so, then working with us as a Teaching Assistant may be for you.

The role is not solely about supporting children with identified special educational needs or low-attaining pupils. Teaching assistants also help pupils with a wide-range of academic abilities to take ownership of their learning, encouraging them to ask questions and take risks.

While each day can be incredibly diverse, the primary role of a Teaching Assistant is to make sure that children are making the most of their time at school, both academically and personally. You will act as a guardian and a role model for pupils, by offering a guiding hand when a child is in need of learning or emotional support, enabling them to flourish.

The results of your work will be evident in the achievements and progress of the children you work with. Watching children develop their abilities is something truly special and makes the job extremely worthwhile and valuable.

The school

Westbury Academy is a special school in the Raleigh Education Trust providing education for pupils who experience social, emotional and mental health difficulties. Pupils at Westbury Academy are admitted to the school either following completion of an Education Health Care Plan (EHCP) primarily for behaviour reasons or with agreement that placement at the Academy is appropriate for their current needs.

The Academy is designated as a mixed Academy but currently only has boys on roll. Pupils are aged between seven and sixteen. The size and capacity of Westbury Academy has increased to 120 places following the recent expansion of the site. The Academy has seen numbers grow quickly in recent years, reflecting the confidence the local authority has in the Academy when placing children with special educational needs. The Academy is in the highest twenty percent on the deprivation quintile.

Westbury School was inspected by Ofsted and graded as Good in September 2021. Pupils have strong and trusting relationships with adults and are rewarded for their positive conduct. Staff know the pupils well and create a nurturing environment where pupils feel valued and appreciated. Most pupils feel safe at school and get on well with their close peers. There are few incidents of bullying. Most parents and carers are positive about the school. One summed up the views of others in saying, 'There is a very clear message that staff will not give up on pupils, despite their difficulties.'

Overall attainment on entry is well below average. This is unsurprising given disruption to prior learning in previous settings and therefore the curriculum aims to help pupils recover any lost learning and is considerate of the pupils developmental age. The Academy offers a rich curriculum which builds on the knowledge, understanding and skills of all our pupils, whatever their starting points, as they progress through each phase.

We aspire for our values-based curriculum to instil our Trust-wide values; building confidence, providing challenge, and promoting curiosity, character and creativity.

The Academy offers opportunities that extend beyond academic learning, including learning to help the pupils to become responsible, respectful and active citizens. It promotes equal opportunities and inclusion and supports pupils' mental and physical health, and aims to support spiritual, moral and cultural development. The Academy supports the pupils' understanding of fundamental British values. Personal, social and health education (including relationships and sex education) and character education are extremely important for the pupils at Westbury. Older pupils have the opportunity to engage in the Duke of Edinburgh scheme.

A wide range of enrichment and extra-curricular sports activities are offered to pupils as part of the timetabled day. The Academy offers allotment education and is the Youth Sports Trust Lead Inclusion School for Nottinghamshire.

Family of Schools



The candidate

The ideal candidate will have or can demonstrate a commitment to undertake professional development. You will need:

- Qualified to Level 3 CACHE Diploma in Childcare and education or equivalent
- Ideally, GCSE English and mathematics or a willingness to work towards a fully funded equivalent qualification.
- An unwavering commitment to a wide-range of children with individual and often complex needs
- Excellent communication skills
- A commitment to teamwork

We welcome applications from everyone who believes they meet the expectations of the role, regardless of age, gender, ethnicity, sexual orientation, faith or disability. In order to ensure that our staff composition is representative of the communities we serve, applications from groups who are currently under-represented in education including people with disabilities and people from minority ethnic backgrounds are particularly encouraged.

About your benefits

The position attracts an excellent remuneration package including a competitive salary, pension and health assured programme of support. Participation in annual training and development is expected and training bursaries are available on request.

About the application process

If you meet the criteria and you are enthusiastic about the role, we would welcome your application. To complete the application, you would need the following document(s):

1. Maximum of 2 A4 sides, outlining how you feel you meet the role and why you believe you can make a difference to children and young people educated.
2. Completed application form and associated documents through the portal which can be found at <https://www.raleightrust.org/work-with-us/current-vacancies/>

If you would like an informal discussion with the Principal, please contact Lee Morgan on: l.morgan@westbury.raleightrust.org.

Only candidates requested for interview will be contacted. If you are not invited, we thank you for your interest in this exciting post with the Trust.

Person specification

GRADE: GLPC - D - POINTS 6-11						
Areas of responsibility	Requirements	Measurement				
		P	A	T	I	D
Knowledge	<ul style="list-style-type: none"> Awareness of/willingness to train to get knowledge and understanding of the Teaching Assistant's role in supporting teaching and learning across the curriculum. Knowledge of appropriate behaviour management practices Knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security Knowledge of safeguarding procedures and protocols. 		✓		✓	
Skills/Abilities Interpersonal	<ul style="list-style-type: none"> Awareness of individual needs and ability to adjust communication methods accordingly. Ability to communicate effectively, both orally and in writing Ability to support the management of pupil behaviour Ability to establish positive relationships with pupils, families and colleagues 		✓	✓		
Skills/Abilities Other	<ul style="list-style-type: none"> Awareness of techniques necessary to support individual learning needs and development Ability to contribute to the planning and delivery of learning activities Skills to support the effective use of ICT in the classroom. Ability to organise classroom resources and assist with the maintenance of pupil records. Contribute to pupil assessment 		✓		✓	
			✓	✓	✓	✓

GRADE: GLPC - D - POINTS 6-11

Relevant experience	<ul style="list-style-type: none"> • Direct experience of working with pupils to raise attainment through personal intervention • Experience of working with children and young people. • Ability to use resources and materials including ICT software and equipment 	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
Work to promote mutual respect and good relations	<ul style="list-style-type: none"> • Commitment to inclusive education. • The desire to support a working culture which values creativity and openness and is sensitive to need. 	✓ ✓	✓ ✓	✓ ✓	✓ ✓	✓ ✓
Work Related Circumstances	<ul style="list-style-type: none"> • Be willing to undertake training and development, as necessary, in order to enhance service delivery 			✓		
P: Pre-application A: Application T: Test I: Interview D: Documentary evidence						

General duties and responsibilities

KEY DUTIES

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Provide support to individuals, groups or whole class on teacher planned curriculum activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and make progress.
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.
- Support pupils' learning activities including additional learning needs and development and maintain an awareness of the planning, delivery and evaluation of learning activities.
- Establish and maintain relationships with individual pupils and groups by using effective communication and understanding the value of treating all individuals fairly.
- Contribute to the management of pupil behaviour by encouraging positive behaviour in the classroom.

SUPPORT FOR THE PUPIL

- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Help with the care and support of pupils by supporting children's communication and intellectual development and physical, emotional and social development.
- To contribute to the planning to meet children's development needs.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times.
- Assist with the personal and intimate care of pupils.
- Supervision of pupils at playtime and lunchtimes

SUPPORT FOR THE TEACHER

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however, learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the Principal.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary.
- Help with classroom resources and records by maintaining confidentiality of information at all times and ensuring resources are in place for when they are required.
- Contribute to the management of pupil behaviour by encouraging positive behaviour in the classroom and following the Academy's Behaviour Policy.
- Escort and assist pupils on educational visits and out of school activities.

SUPPORT FOR THE CURRICULUM

- Support the school curriculum including literacy and numeracy activities by using strategies and techniques for promoting learning.

- Provide support for learning activities within the teaching and learning programme, monitoring the effectiveness of activities in promoting pupils' learning and modifying these where necessary.
- Support pupils to use ICT materials and resources effectively to advance their learning.
- Contribute to accurate assessment of children's progress and attainment

SUPPORT FOR THE SCHOOL

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Maintain effective working relationships with colleagues and parents through effective communication and providing support for pupils, colleagues and parents as required.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.

N.B. The expectations in this job description are relevant to the core duties and responsibilities of a Teaching Assistant at this level. These may be used in conjunction with the full range of National Occupational Standards for Supporting Teaching and Learning in Schools at Level 2 which also includes further details of the performance elements attached to the standards listed.

All staff are expected to maintain high standards of customer care in the context of the Trust's Core Values, to uphold the Equality and Diversity Policy and health and safety standards and to participate in training activities necessary to their post.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer. The responsibility level of any other duties should not exceed those outlined above.

Address and contact details





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Westbury Academy is a sponsored Academy within the Raleigh Education Trust.

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