



RECRUITMENT INFORMATION PACK 27 HOURS TEACHING ASSISTANT



'Inspired to be the best that I can be'



An Academy Trust School
'Inspired to be the best that I can be'

Dear Candidate,

Thank you for taking the time to find out more about The Vaynor First School and expressing an interest in this position.

The Vaynor First School is a proud member of Shires Multi Academy Trust. We are a happy, friendly and forward thinking school, with a highly skilled and dedicated team of teachers and support staff, who thrive in a culture where they collaborate with and learn from one another. Here at The Vaynor, we value the contribution every member of our team brings to our school, which makes it a happy and harmonious place to both work and learn. Our children are at the heart of all that we do. We want the very best for every child in our care and aim to inspire each of them to be the best that they can be, which is the motto of our school.

We provide a warm, nurturing environment where children thrive in both their learning and development. We give our children a great quality of education that develops within them a happy and healthy body, mind and soul. This prepares them well for the next stage of their education, resulting in academic outcomes above national figures, whilst fostering within them compassion for one another and the world around them.

Our positive reputation reflects our drive to shape inspirational learning for our children to engage and inspire inquisitive minds. By staying true to our core values we provide a sense of belonging and aspiration for all, to enable our children to grow as citizens of our community, country and the wider world in which they live. Please take the opportunity to come to visit our school to talk to staff and pupils, view our learning environments for yourself, and consider whether The Vaynor First School could be your next professional home.

Yours sincerely,

Helen Colcombe

Headteacher

SHIRES MULTI ACADEMY TRUST

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

STAFFING The Vaynor School

Number of Teachers - 22

Number of Teaching Assistants - 28

Other Support Staff – 28

ACCOMMODATION AND RESOURCES

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

PUPILS

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging. (AfA Lead School Status and Quality Mark)

JOB DESCRIPTION

Job Title	Grade 1 Teaching Assistant	School/Trust	The Vaynor First School
Pay Band	Scale Points 3- 4	Responsible To	Deputy Headteacher / SENCo
Salary	Annual Salary Actual £16,149 27 hours	Responsible For	
Trust/School Values and Mission			
Our ambition for the Trust is to "go further and be better than we have ever been before" and our Trust vision statement "Growing Together. Guided through nurture, equity, service and wisdom" encapsulates this. The aim that underpins this is our driver, which is "from good to great."			
Main Purpose of the Post			
Under the direction and control of the classroom teacher or designated supervisor: Supervise the activities of specific pupils with SEND and significant medical needs or groups of children to ensure their safety and facilitate their physical and emotional development; the main focus of this will be on a named individual and enabling the child to fully integrate and work with others. Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.			

- To monitor individual pupil's problems, progress, achievements and condition and report these to the designated supervisor as appropriate.
- Actively engage in the pre-determined educational activities and work programmes and to assist in personal and individual development of individuals or groups of pupils.
- To support the teacher within the classroom where appropriate for the welfare and progress of the pupils.
- Contribute to the overall ethos/work/aims of the school.

Specific Responsibilities and Tasks

Job responsibility and tasks may include (under the direction and control of the teacher):

- To assist the teacher with learning activities generally in the classroom.
- Contributing to the planning of work to meet the needs of the National Curriculum, EYFS and individual needs of pupil/s.
- Contributing to the formulation of Individual Provision Maps and Pastoral Support Plans, including attendance at SEND reviews and other meetings relevant to the pupil's needs.
- To carry out appropriate activities as planned within the classroom or with groups of pupils including administration of baseline tests.
- To display and present children's work.
- To prepare and organise teaching resources including the checking and maintaining of classroom equipment and materials including control of stock within the classroom.
- To prepare resources for lessons and activities.
- General supervision, counselling and discipline of children, within the procedures of the school and/or service.
- To assist the teacher in liaising with parents and professionals such as speech therapists.
- To assist at an appropriate level with the provision of general care and welfare of children including:
 - (i) assistance with the personal hygiene routine, e.g. toilet training, changing of incontinent children, dressing and undressing
 - (ii) the changing of soiled clothing including its disposal in the appropriate way
 - (iii) assisting with children's injuries and where qualified, administering basic

- first aid
- (iv) (following consultation and agreement) to assist with the administering of medicines under the direction of the appropriate medical staff
- (v) to assist with the identification and monitoring of children's general health and welfare.

- Hearing children read.
- Supporting children to be independent by helping them with tasks.
- Assisting with supervision of children within the school.
- Assisting the pupil to access the normal routines of the classroom.
- Preparation or modification of the work for the child under the direction of the class teacher and supporting the child in carrying out this work.
- Assisting in the implementation of programmes designed by other professionals such as educational psychologists, and speech and language therapists.
- To contribute to meetings to discuss the specific child's progress.
- Assist with the provision of general care and welfare to pupils and to be mindful of the need to maintain a safe environment at all times.
- Adhering to and maintaining school routine and codes of conduct.
- Supporting the ethos of the school.
- To assist with the support of group activities within and away from the classroom, i.e., P.E., swimming, educational visits.
- To ensure that pupils are able to safely use equipment and materials provided and be aware of the range of resources available.
- Promote pupil independence in learning and reinforcing the child/children's self-esteem through praise and encouragement.
- To maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities and encourage and support staff in their development and training.
- To attend regular meetings and take responsibility for CPD.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Ensure the Individual Healthcare Plan and Education Health Care Plan is adhered to.

Notes	
The Trust reserves the right to alter the content of this job description, after consultation to reflect changes to the job or services provided, without altering the general character or level of responsibility. Reasonable adjustments will be considered as required by the Disability Discrimination Act. The duties described in this job description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all employees and service users and is consistent with the Trust's Equal Opportunities Policy. Endeavour Schools Trust and the schools within the Trust are committed to a number of principles and adhering to legislation which include the Safeguarding of Children, Health and Safety, Data Protection, Confidentiality and employment legislation. Policies relating to these and other subjects are available on the Endeavour Schools Trust Team Site in Office 365 and it is expected that you will familiarize yourself and adhere to these policies.	
Academic Year of Review	
Signature of Line Manager	Signature of Post Holder
Date Signed	Date Signed

TEACHING ASSISTANT LEVEL 1

PERSON SPECIFICATION

	Essential	Desirable	For Interview Panel Use Only	
			Where evidence to be sought	Score 1 for evidence met
Professional Qualifications	Level 2 (or equivalent) English and Maths	- Training or experience in working with pupils with emotional and social difficulties. - NVQ 2 for Teaching assistants or equivalent qualification or experience	- Application form - Original documents at interview	Essential Score = Desirable Score =
Experience, Skills, Abilities and Competencies	<i>The candidate <u>MUST</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i> - Experience of working with children of relevant age. - Knowledge and understanding of safeguarding children. - Working knowledge of National/Foundation Stage curriculum. - Be committed to the ethos and values of the Trust and it's schools - Works collaboratively and supportively within teams and communities - Ability and willingness to use the IT offered in the school e.g., Arbor, Office 365. - Builds effective and professional working relationships. - Is committed to own professional development. - Able to work with minimum supervision but	<i>The candidate <u>MAY</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i> - Experience of the EYFS curriculum. - Practical experience of working with vulnerable pupils - Strong understanding of child development and the learning process. - Team Teach Training - Knowledge and understanding of a range of frameworks that support the education, development and wellbeing of children. - Ability to assess and plan alongside the teacher and use this to inform 'next steps' in learning.	- Application Form - Interview - Lesson observation	Essential Score = Desirable Score =

	recognises when needs to; and asks for help. • Be able to effectively encourage children to achieve the vision and values through keeping to the school's behaviour code • Develop good appropriate relationships with staff • Demonstrate the ability to comply with policies and procedures relating such as child protection, security, data protection and equal opportunities. • Be aware of, and able to maintain the confidentiality aspects of the job Comprehends and is committed to Equal Opportunities.	• The ability to support and engage children in their learning through creative opportunities • Work constructively as part of a team, understanding school roles and responsibilities and own position within these • Communicate positively and effectively to children and listen to them. • Ability to work alone, following direction from leaders.		
Qualities	• Approachable • Sympathetic • Enthusiastic • Patient • resourceful	• Committed to own professional development.		Essential Score = Desirable Score =
Other	Willingness to undertake a full DBS Check			Essential Score = Desirable Score =

CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)

19.1 For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

19.2 Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

SALARY

TA1 pt 3 FTE £25,614 pro rata term time only + 5 TEDS,

Actual salary based on 27 hours is £16,149

WORKING DAYS

The working days on commencement will be Monday, Thursday, Friday 8.45am – 3.15pm and Tuesday, Wednesday 8.45am-3.00pm. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

START DATE

The closing date for the position will be 9th October, and we are looking to recruit the new candidate a.s.a.p. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

CONTRACT

This post is fixed term and will end on 31st August 2030

To cover the special needs of an identified pupil: This is a fixed term contract to cover the special needs of an identified pupil. The contract will end on the date shown above. The contract may be terminated at an earlier date, with due notice, should the needs of the pupil change or the attendance of the pupil cease.

MAKING AN APPLICATION

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach The Vaynor First School by no later than 9am on 9th October. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school.

Applications can be posted or delivered in person to The Vaynor First School or emailed to office@vfs.endeavourschools.org

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

REFERENCES

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

RETENTION OF APPLICATION INFORMATION

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying

INTERVIEW ARRANGEMENTS

All applications will be reviewed on receipt and shortlisted candidates will be notified and Interviews will take place week commencing 12th October and 19th October.. Please note, we reserve the right to interview prior to this date

should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.

SAFEGUARDING STATEMENT

We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.