SEN (Level 2) Teaching Assistant

Application Pack

**Location:** St. Mark’s C of E Primary Academy
Albert Road
South Norwood
SE25 4JD

**RE Ach2 Registered address:**
RE Ach2 Academy Trust
Henhurst Ridge Primary Academy
Henhurst Ridge
Branston
Burton-Upon-Trent
DE13 9TQ

[www.reach2.org](http://www.reach2.org)
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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 has academies based all across England and includes schools at various 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
The application process

You are invited to submit an application form, which is available together with this document.

Closing date for applications – 11th July 2019 at 5pm

Interviews – 16th July 2019

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

RE Ach2 Academy Trust has an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete and return the Equal Opportunities Monitoring form separately with their application.

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

Completed application forms should be sent to:

The School Business Manager, St. Mark’s C of E Primary Academy, Albert Road, South Norwood, SE25 4JD

or by email to: fgeorge10.306@lgflmail.org

Completed equal opportunities monitoring forms should be sent to:

HR
RE Ach2 Academy Trust
Chapel End Junior Academy
Roberts Road
Walthamstow
London
E17 4LS

Email: recruitment@reach2.org
Background on REAch2

Founded in 2012, REAch2 Academy Trust is the largest primary-only academy trust in the country. We are a growing charitable organisation currently supporting over 50 primary academies across England.

We are a family that delivers school to school improvement, going the extra mile for all our children. We are passionate about dispelling the myth that only certain children are able to achieve.

With extensive school reform and proven educational excellence in our core staff, REAch2 set a mission: to help struggling schools to improve their provision and to offer outstanding education to our pupils, from disadvantaged or deprived communities. The drive was not to grow an empire of schools, but rather the compulsion to share our proven approach to sustained school improvement for the benefit of children and their communities.

But REAch2 is about so much more, offering a richness of experience that gives real colour throughout the time our children spend with us.

Schools, staff and children within the Trust benefit from a strong ethos of support and collaboration across the REAch2 family. Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities.
Our Cornerstones and Touchstones

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

What gives each REAch2 Academy its uniqueness are the touchstones of the Trust seven principles, which make our Academies distinctive. Just as 500 years ago, touchstones were used to test the quality of the gold they marked, so too our touchstones are used to express values and ethos of the Trust. They describe what the Trust wants to be known for and how it wishes to operate.
What are these Touchstones?

Children and adults will flourish in REAch2 academies: academically, emotionally, physically and spiritually so that all dimensions of humanity are nurtured.

We notice talent and spot the ‘possible’ in people as well as the ‘actual’; Developing potential within in our Trust becomes a realization 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, will release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences of people and place, children are compelled to 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 and must succeed.

You can learn more about the touchstones, and hear from staff and pupils across REAch2 schools, at our website: www.reach2.org
Role Profile

Job Title: Teaching Assistant – General (Level 2)
Department: Reach2 Academy Trust – St. Mark’s C of E Primary Academy
Division: St. Mark’s C of E Primary Academy
Grade Range: Grade 3 - Scp 15 - 17
Hours: 30 hours per week
Location: St. Mark’s C of E Primary Academy
Reports to: SENCO
Responsible for:

Role Purpose and Role Dimensions: 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. Teaching Assistants may be deployed across the school according to school needs.

Commitment to School’s Values: As a member of the School Team to take individual and collective professional responsibility for championing the school’s values, committing to respect and celebrate the diversity of the school community.

Key External Contacts:

Key Internal Contacts: ▪ Headteacher ▪ Deputy Headteacher ▪ SENCO

Key Accountabilities and Result Areas: Support for Pupils This will involve: Core Duties

V.3 November 2017
- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.
- To monitor the medical and personal needs of the pupil in your care, and take appropriate action in an emergency situation.
- 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.

**Additional Duties**
- 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**

**This will involve:**

**Core Duties**
- Using strategies, in liaison with teachers, to support pupils to achieve 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, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.

**Additional Duties**
- 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, typing, filing, money etc.

**Support for the Curriculum**

**This will involve:**
Core Duties
- 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, KS3, 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.

Additional Duties
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

Key Accountabilities and Result Areas:

Key Elements:

Support for the School

This will involve:
Core Duties
- Participating in training and other learning activities and performance development as required.

Additional Duties
- Appreciating and supporting the role of other professionals.
- 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/work/aims of the school.
- 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.

Green Statement
- This will involve:
Seeking opportunities for contributing to sustainable development of the borough, in accordance with the Council’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.

This will involve:

- Being aware of the School’s responsibilities under GDPR 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 school procedure, policy and statutory requirements.

This will involve:

- 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 the school’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.

The School 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.
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.

To contribute as an effective and collaborative member of the School Team

This will involve:

- 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.

Person Specification

Job Title: Teaching Assistants – General (Level 2)

Essential knowledge:

- Level 2 accredited qualification for Teaching Assistants or equivalent qualifications or experience.
- Training in the relevant learning strategies e.g. literacy.
- Paediatric first aid training
- Understanding of relevant polices/codes of practice and awareness of relevant legislation.
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning.
Essential skills and abilities:

- Good numeracy/literacy skills.
- Effective use of ICT to support learning.
- Use of other equipment technology – video, photocopier.
- 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.
- A flexible and team-orientated approach to work.

Essential experience:

- Working with, or caring for, children of relevant age.

Special conditions:

- Enhanced DBS check