

'Inspired to achieve'

APPLICATION PACK



TEACHING ASSISTANT

required from 3rd September 2018

Headteacher: Nicola Bull

The Wyvern and St Edmund's Learning Campus,

Church Road, Laverstock, Salisbury,

Wiltshire,

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Wyvern College and St Edmund's Girls' School are part of Magna Learning Partnership

'Inspired to Achieve'

NBL/CCK
14.6.18

Dear Applicant

TEACHING ASSISTANT

- We require a permanent Teaching Assistant
 - Working across the Wyvern St Edmund's Learning Campus
 - This role commences on 3rd September 2018.
 - Term time only; 5.26 weeks of the school holidays are paid.
 - 25 hours per week.
 - Actual hours worked will be by negotiation, but it is likely that some starts at 0820 and some finishes at 1450 will be required.
 - Salary:
 - a) Grade D - Unqualified applicants: £9.16 per hour
 - b) Grade E - Applicants who are competent to NVQ Level 2
Standard in Learning Support: £9.68 per hour
- Copies of the relevant job profiles for Grade D and Grade E are included in this pack.
- **Closing date for applications: 9.00 a.m. on Friday 6th July 2018**

St Edmund's is an over-subscribed academy situated in Laverstock, on the outskirts of the city of Salisbury. We currently have 930 girls on roll and our students achieve well. We are especially proud of our caring but challenging Christian ethos that runs through every aspect of school life. We are ambitious for further improvement; as part of Magna Learning Partnership, a new Multi Academy Trust for Salisbury and the surrounding area, we work with local secondary schools to provide the very best education and care for our young people and their families.

Wyvern is a small, successful 11-16 boys' academy in an outstanding location in Laverstock. Ofsted judged us as Good in 2012 and subsequently we have enjoyed strong academic successes, and importantly with encouraging progress from students' starting points. While we celebrate this success, we are not complacent and always seek new ideas and commitment that will drive standards and teaching and learning ever higher. New staff joining the school can be assured of a warm, supportive environment as well as robust professional challenge.

The St. Edmund's and Wyvern Learning Campus

From September 2018 we believe that together we can offer an even better education to both boys and girls, resulting in higher attainment and progress for all students across our shared learning campus. Single sex teaching will remain in most classes and tutor groups will similarly comprise either all boys or all girls. Both schools are clearly defined by their Christian ethos as Church of England Schools.

St Edmund's Girls' School and Wyvern College are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

How to Apply

Please take time to look at the information about St Edmund's and Wyvern College which is on our websites. Should you have any specific queries that are not answered by the information we have provided, then please do not hesitate to contact my PA, Charlotte Crook: email ccrook@st-edmunds.eu telephone 01722 430702.

Please email your application to my PA, email address as above. Remember to include three documents:

1. Application form
2. Equality & Diversity form
3. Letter of Application (no more than 2 sides of A4 paper, please) addressed to me

You may also post your application if you wish.

Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

We look forward to receiving your application.

Yours sincerely



Nicola Bull-Headteacher



St Edmund's School



Trafalgar School



Wyvern College



Sarum Academy

A new Multi Academy Trust : Opened in April 2017

With effect from 1st April 2017 St Edmund's Girls' School became a founder member of Magna Learning Partnership, a multi academy trust with a growing partnership of schools.

Magna Learning Partnership is the employing body rather than individual schools. To all new staff joining any of the schools, therefore, this may afford the professional development opportunity to work in more than one school by mutual agreement.

The schools within Magna Learning Partnership are:

St Edmund's Girls' School in Laverstock, Salisbury

www.st-edmunds.eu

The Trafalgar School at Downton, a co-educational school just south of Salisbury

www.trafalgarschool.com

Wyvern College for boys in Laverstock, Salisbury

www.wyverncollege.wilts.sch.uk

Sarum Academy, a co-educational school on the western side of Salisbury

www.sarumacademy2017.org

Offering single sex and mixed education in three educational settings with their own distinctive values and ethos, we work closely as a partnership through our shared vision and high ambitions for our students.



St. Edmund's Girls' School Salisbury



Wyvern College

TEACHING ASSISTANT DUTIES

These will include

- Aiding each student to learn as effectively as possible, in particular in Maths, English and Science, but also working across the curriculum if required in class, group or individual situations after considering each student's particular needs in consultation with the teacher, e.g.
 - *clarifying and explaining instructions;*
 - *ensuring the student is able to use equipment and materials provided;*
 - *motivating and encouraging each student as required;*
 - *supporting students to be independent learners*
 - *assisting in specific skills relevant to the department;*
 - *helping the students to keep on task and finish work that has been set;*
 - *consulting with the teacher and helping to differentiate tasks.*
 - *having a clear understanding of SEND needs and appropriate strategies to maximise progress*
- Helping with all students when required.
- Establishing a supportive relationship with each student, while at the same time encouraging independent learning.
- Involvement in the planning, implementation and reviews of educational plans.

- Helping students to log achievements and/or targets met on their educational plans.
- Liaising, advising and consulting with staff, parents, students etc. when asked to do so.
- Assisting in the development of differentiated resources.
- Attending relevant in-service training and being aware of school procedures.

Duties will be varied and may include assisting in the running of clubs, which are held during some of the school's lunch break.

Job Profile

Job Title :	Basic Teaching Assistant
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Main Job Purpose :	Under the direction of the Teacher/s, to generally support students in a mainstream school to access learning.
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Reference :	SCH064 (Applicants who are <u>not</u> competent to NVQ Level 2 Standard in Learning Support)
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Main Duties – Basic Teaching Assistant

1.	<p>Supporting students' learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the student/s but may include:</p> <ul style="list-style-type: none"> - clarifying and explaining instructions - ensuring students are able to use equipment and materials provided - motivating and supporting students - assisting in weaker areas, e.g. language, reading, spelling, handwriting, presentation - helping students to concentrate on and finish work set - meeting physical needs as required while promoting independence - liaising with class teacher and Special Educational Needs Co-ordinator about Care Plans - as specified by the Teacher, developing appropriate resources to support students
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Main Duties – Basic Teaching Assistant

2.	Supporting students' self-esteem, inclusion and behavioural development, e.g. <ul style="list-style-type: none">- encouraging an acceptance and inclusion of the student with special needs- developing methods of promoting/reinforcing the student's self esteem and independence- providing individual supervision in and out of the classroom for students with behavioural problems- establishing a supportive relationship with students- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site- supervising students on outings, school activities
3.	Provide physical/personal care to students where required, e.g. <ul style="list-style-type: none">- helping with dressing/toileting- undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist
4.	Supporting the Teacher/s, e.g. <ul style="list-style-type: none">- As directed by the Teacher, adapting and interpreting lessons and instructions to students- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording student progress and contribute to the maintenance of this record- Providing regular feedback about students to the Teacher/s
5.	Supporting the curriculum <ul style="list-style-type: none">- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.
6.	Supporting the school, e.g. <ul style="list-style-type: none">- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling- administering minor First Aid under the guidance of a qualified person

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarization of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods and under the supervision of the Classroom Teacher.

Key Contacts And Relationships – Basic Teaching Assistant

The jobholder has extensive contact with students, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care

Decision Making

The jobholder is expected to follow school procedures, and plans made by the Classroom Teacher.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with students. There may be the need to deal with body fluids when giving personal care to students.

Knowledge and Skills

New entrants are not required to have any background in Learning Support work but must have good general skills at dealing with children/young people and have the ability, through an extended induction period, to learn and apply learning support techniques. By the time the jobholder is fully competent in the job he/she will be operating at NVQ 2 (or equivalent) level with an understanding of different learning support needs and ways of meeting these.

Job Profile

Job Title :	Main Teaching Assistant (Secondary School)
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Main Job Purpose :	To assist in the support and inclusion of children with special educational needs within a mainstream school, working under the instruction/ guidance of Teachers to enable student access to learning.
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Reference :	SCH069 (Applicants who are competent to NVQ Level 2 Standard in Learning Support)
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Main Duties – Main Teaching Assistant (Secondary School)

1.	<p>Supporting students' learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the student/s but may include:</p> <ul style="list-style-type: none"> - supporting the development of skills in literacy, numeracy, communication and social and behavioural needs - differentiating work for individual students to suit their ability - using knowledge of students learning support needs to suggest appropriate adjustments to lesson plans to Teachers - clarifying and explaining instructions - ensuring students are able to use equipment and materials provided - motivating and supporting students - helping students to concentrate on and finish work set - meeting physical needs as required while promoting independence - liaising with class teacher and Special Educational Needs Co-ordinator about Care Plans - developing appropriate resources to support students
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Main Duties – Main Teaching Assistant (Secondary School)

2.	Supporting students' self-esteem, inclusion and behavioural development, e.g. <ul style="list-style-type: none">- encouraging an acceptance and inclusion of the student with special needs- developing methods of promoting/reinforcing the student's self esteem and independence- providing individual supervision in and out of the classroom for students with behavioural problems- establishing a supportive relationship with students- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site- supervising students on outings, school activities
3.	Provide physical/personal care to students where required, e.g. <ul style="list-style-type: none">- helping with dressing/toileting- undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist- Operating/changing oxygen cylinders- Moving in and out of wheelchairs, operating wheelchairs
4.	Supporting the Teacher/s, e.g. <ul style="list-style-type: none">- Using knowledge and experience of the students concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support- Contribute to the development of Care Plans and reviews of student progress- In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording student progress and contribute to the maintenance of this record<ul style="list-style-type: none">- Providing regular feedback about students to the Teacher/s- Clerical support e.g. collation and copying of materials
5.	Supporting the curriculum <ul style="list-style-type: none">- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

Main Duties – Main Teaching Assistant (Secondary School)

6. Supporting the school, e.g.

- where appropriate, fostering and develop links between a student's home and school
- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods but sometimes has to interpret these to deal with a problem e.g. if the student supported cannot cope with the a task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the student

Key Contacts And Relationships

The jobholder has extensive contact with students, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care

Decision Making – Main Teaching Assistant (Secondary School)

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with students. There may occasionally be the need to deal with body fluids when giving personal care to students.

Knowledge and Skills

The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with students. New entrants to the role will be competent to NVQ Level 2 standard in Learning Support, and will be required to develop their skills further for full competent performance of the job.