



## Information for Applicants

### Advanced Teaching Assistant

Grade C/D  
£15,460-£16,094 (Actual salary)

Temporary up to August 2025 – Term Time Only

28.75 hours pw

Tadcaster Grammar School  
Toulston  
Tadcaster  
LS24 9NB

Telephone: 01937 833466

Email:  
*tgs.recruitment@tgs.starmat.uk*

Headteacher: Mr A Parkinson

Thank you for your interest in the post of Advanced Teaching Assistant.

We are looking for an Advanced Teaching Assistant who has high aspirations for students, is committed and passionate about learning, has the skills, patience and determination to make a significant difference to the lives of our students and support them to live up to our motto, 'Be your best self'.

This is a full time contract of 28 hours 45 minutes per week, term time only (including training days) up to 31st August 2025 in the first instance. Your working days will be Monday - Friday. Your hours include intervention planning and preparation time and one duty per week. Grade D point 6 also includes the requirement to undertake occasional form cover.

Tadcaster Grammar School were recently voted the secondary schools winner of the Attachment Research Community [ARC] Award for Best Practice in the area of attachment aware trauma informed practice, so this is a real opportunity for the successful candidate to work with forward thinking, supportive and approachable

colleagues as part of the Learning Support Team. You will work with vulnerable students with additional needs, including those with special educational needs, making a huge contribution to their progress and wellbeing. This is an extremely rewarding role and it is a real privilege to work with the young people at TGS.

We are looking for an Advanced Teaching Assistant who will embody our values of ambition, resilience, responsibility and respect. You will work closely with members of our Learning Support Team but work across school, in classes and small groups. We are looking for candidates who have the energy and creativity to develop and inspire students with their learning. We are committed to meeting the needs of our students, including the most vulnerable. Previous experience of working with students who have learning, communication and social/emotional needs, is preferred, but not essential

The STAR Multi-Academy Trust provides a high-quality learning community that inspires and motivates its employees as well as its students. We are seeking a candidate who wants to make a positive difference to the lives of young people and has a commitment to lifelong learning in order to be an outstanding member of our team. We support colleagues who are ambitious for their own professional development, have a 'can do' attitude, are creative problem solvers and work collaboratively. If this sounds like you, please complete our online application form:

<https://bit.ly/STARSupportApp>. Please direct correspondence to: [tgs.recruitment@tgs.starmat.uk](mailto:tgs.recruitment@tgs.starmat.uk)

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

If you would like to discuss this post further then please do not hesitate to contact [k.baron@tgs.starmat.uk](mailto:k.baron@tgs.starmat.uk) or [d.Oughtibridge@tgs.starmat.uk](mailto:d.Oughtibridge@tgs.starmat.uk)

Yours faithfully, **Mr A Parkinson , Headteacher**

#### **THE SELECTION PROCESS**

If you wish to apply for the post of Advanced Teaching Assistant, then you should complete the STAR MAT online application form via: <https://mynewterm.com/jobs/145777/EDV-2024-TGS-93142>

Your supporting statement must not exceed two sides of A4 and should address the following points:-

- Relevant training and experience
- Personal skills and qualities
- Why you want the job

Remember when addressing the above, *less is sometimes more.*

**Closing date for applications: Wednesday 10th July at 9am.**



**Interviews will take place as soon as possible after the closing date.**

#### **Appendices**

<b>1</b>	The School Vision and Values Statement
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2	Job description and person specification for the role of Advanced Teaching Assistant
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**Appendix 1: The School Vision and Values Statement**

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p><b>Be your best self, be:</b></p> <p style="text-align: center;">Ambitious Resilient Responsible Respectful</p>
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**OUR VISION** *(Our cause; our key belief)*

<p><b>Be your best self</b></p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> <li>● aware of the needs of others in their thoughts and actions;</li> <li>● empowered to control their own well-being;</li> <li>● able to achieve fulfillment in their current and future lives.</li> </ul>
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**OUR CORE VALUES** *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

<p><b>Students considered first</b></p> <p><b>High expectations - no limitations</b></p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p> <p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p><b>The right curriculum experience for each student</b></p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>

**The best support for each student** Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

<p><b>Ambition</b></p>	<p>To show a desire and determination to achieve success.</p>
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<b>Resilience</b>	To show a determination to achieve success
<b>Responsibility</b>	To take ownership for their actions and work in and out of school.
<b>Respect</b>	To be considerate to themselves and others.

## Appendix 2: Job Description

**Job Title:** Advanced Teaching Assistant

### JOB DESCRIPTION

**POST: Advanced Teaching Assistant (ATA)**

GRADE: Grade C / D

RESPONSIBLE TO: Head Teacher /SENCO

RESPONSIBLE FOR: None

**JOB PURPOSE:** To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.

To assist in the induction and development of classroom support staff as required.

Your hours include intervention, planning and preparation time and a minimum of one duty per week. Your hours include intervention, planning and preparation time and a minimum of one duty per week and also includes the requirement to undertake occasional form cover.

**JOB CONTEXT:** This school is committed to safeguarding and promoting the welfare of our pupils and young people. We have a robust Child Protection Policy and all staff will receive training relevant to their role at induction and throughout employment at the School. We expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.

An ability to fulfill all spoken aspects of the role with confidence through the medium of English

**ACCOUNTABILITIES / MAIN RESPONSIBILITIES**

**Supporting Learning & Development**

- Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils
- With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes
- Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals

- Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning
- Support and assist in the development and implementation of appropriate behaviour management strategies
- Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher
- Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs
- Escort and supervise pupils on educational visits and out of school activities under the supervision of a teacher
- Undertake break/lunch supervision, 1 lunch duty per week is included in the role. If additional duties are available they will be paid at hourly rate.

**Communication**

- Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals
- Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies

**Sharing Information**

- Assess, record and report on pupils' attainment and progress within assessment and reporting processes
- Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters
- Assist in the induction and development of classroom support staff, cascading information and good practice
- Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality
- Participate in staff meetings, when required
- Share information confidentially about pupils with teachers and other professionals as required

<b>Safeguarding and Promoting the Welfare of Children &amp; Young People</b>	<ul style="list-style-type: none"> <li>● Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence</li> <li>● Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>● Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place</li> <li>● Undertake routine clerical duties as required <ul style="list-style-type: none"> <li>● Support the use of ICT and adhere to relevant policies</li> </ul> </li> <li>● Invigilate and/or provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations</li> <li>● Participate in appraisal, training and other learning activities</li> </ul>

<b>Data Protection</b>	<ul style="list-style-type: none"> <li>● To comply with policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality</li> </ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"> <li>● Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li> <li>● Work with colleagues and others to maintain health, safety and welfare within the working environment</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>● Promote inclusion and acceptance of all pupils</li> <li>● Within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values</li> </ul>

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Whilst the job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation.

All staff are required to comply with the school's policies, procedures and ethos.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

As part of the STAR Multi Academy Trust we pride ourselves on the work that we do supporting young people and welcome all applications. Visit the website here for access to our recruitment policies.

The STAR MAT is committed to equality and to making fair and equitable treatment an integral part of everything we do. The Trust is committed to safeguarding and promoting the welfare of children and expects

all staff to share this commitment. The post is subject to a successful DBS check and pre-employment checks will be undertaken before an appointment is confirmed.

## **Appendix 2b: Person Specification -Advanced Teaching Assistant**

### **Essential upon appointment Desirable on appointment**

#### **Knowledge**

- Good understanding of child/ young people's development and learning processes
- Understanding of individual children and young people's needs
- An understanding that children/Young people have differing needs and knowledge of inclusive practice

#### **Experience**

- Appropriate experience working with children in an education setting

#### **Occupational Skills**

- Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers

- Relevant NVQ Level 3 or equivalent
- Appropriate first aid training (Dependent on the school's needs - insert as appropriate)

#### **Personal Qualities**

- Demonstrable interpersonal skills
- Ability to work successfully in a team
- Able to exercise judgement
- Confidentiality
- Flexibility

#### **Other Requirements**

- Enhanced DBS clearance
- To be committed to the school's policies and ethos
- To be committed to Continuing Professional Development
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes
- Ability to use authority and maintaining discipline
- An empathy for equality & diversity
- The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post
- Creativity

#### **Behaviour management**

- Good reading, writing and numeracy skills

#### **Qualifications**

- Knowledge of Behaviour Management techniques
- Knowledge of Child Protection policies & Procedures
- Knowledge of Health & Safety legislation
- Experience in other relevant skills e.g. art/music/sport
- Experience of delivering evidence based interventions that accelerate learning

- Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe