

# Teaching Assistant

Recruitment Pack



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## *Improving Outcomes* *Transforming Lives*



# WELCOME FROM THE CEO

Thank you for showing an interest in our pupils, our schools and our Trust. This is an exciting time to join Education for the 21st Century. We are a very different organisation in 2023 than we were four years ago. We have understood the need to transform and have developed greater capacity in our leaders at every level. We have developed a shared understanding of what great teaching looks like, developed our curriculum model, developed clear behaviour principles, and landed upon an exciting model of instructional coaching to drive forward teacher efficacy.



Our strategy over the next two years reflects our growing capacity but it also reflects the need to improve quickly. In Year 1 we established the ‘backbone’ of the organisation and to align, where doing so impacts pupils progress, or allows us to influence progress through growing greater capacity in our schools and realising efficiencies. In Year 2, now, we hope to see all schools moving closer to national progress or beyond, as they realise the benefits of collaborative working based upon a common school workflow. In Year 3, as this rapid progress continues, we begin to add capacity for growth so we can support our mission of transforming lives and our aim of becoming one of the highest performing multi academy trusts in London and the South East.

Of course, our strategy is responsive to the needs of those closest to us. The wellbeing of the young people in our care has been significantly impacted by the recent pandemic. Our support will be strategic and comprehensive. Furthermore, the pandemic has had a dramatic impact upon the career prospects of our pupils. Our strategy over the coming years seeks to ensure that our pupils are well placed to move successfully into the next stage of their education or working life, with the right knowledge and skills to make a valuable contribution to society.

The development, wellbeing, and support of staff within the Trust will play a crucial part in our strategy. We adapted quickly to new ways of working and continue to refine and develop our HR processes. One key lever for change over the next three years, will be instructional coaching. The ongoing development of all staff, and in particular, our teachers, is critical if we are to deliver the high-quality teaching that we need to, in order to ‘improve outcomes and transform lives’.

Finally, I am extremely grateful for your interest in our Trust. We are moving forward at a rapid rate and it’s an exciting time to join us.

**Simon Garrill**

A handwritten signature in dark ink, appearing to read 'S Garrill'. The signature is written in a cursive, slightly slanted style.

**Chief Executive Officer**



# THE FOUR CRITICAL QUESTIONS

## WHY DO WE EXIST?

Our Mission at E21C is 'improving outcomes, transforming lives'. We believe in the collective power of schools working together as civic minded leaders to find shared ways of working that improve the lives of our pupils.



## HOW DO WE BEHAVE?

Our core values of trust, kindness and endeavour define how we behave. These are the values that we hold most dear, and our schools align their own values to those of the Trust.



## WHAT DO WE DO?

We create welcoming and open schools in the local community where every person thrives, makes excellent progress and succeeds.



## HOW DO WE SUCCEED?

With aligned autonomy, a clear backbone, a strong culture, academic rigour and smart systems.





# THE E21C BACKBONE

## MISSION & VALUES

Schools use our 4 Critical Questions, outlined on the previous page, to help determine a clear and concise mission that is aligned to the mission of the Trust. Schools can choose to define their own values or use those of the Trust. If schools choose their own they should be aligned.

## CURRICULUM

Schools are expected to adhere to the curriculum principles and framework. The purpose of this framework is to share best practice and ensure that wherever possible collaboration across the Trust is made possible through alignment. This outweighs the benefit of any one school following its own path and becoming an island. Where schools are identified as being in the stabilise or repair phase then they will be expected to follow the E21C curriculum framework in its entirety.

## ASSESSMENT & FEEDBACK

The assessment and feedback calendar captures the rhythm of our Assessment and data collection within the Trust. These differ across the various phases but are aligned to improve collaboration and to reduce workload.

## SAFEGUARDING & ATTENDANCE

Safeguarding is the responsibility of all. Our policies and procedures are designed to create consistency and improve collaboration. External audits review practice across the Trust on an annual basis.

## QUALITY ASSURANCE

Our School Workflow captures the rhythm of quality assurance across the Trust. We undertake regular cycles of structured monitoring to measure the effectiveness of our approach and to reset where we need to.

## CPD

We are developing our capacity to ensure that by 2022 we can fulfil our commitment to provide high quality instructional coaching to all teaching staff across the Trust. All our schools are committed to coaching. In addition, we provide core E21C training, leadership development and trust wide CPD.

## WORKLOAD

Schools are expected to streamline workload as much as possible. There are a maximum of three data drops and all processes and procedures should be looked at through a lens of simplicity and clarity.

## TEACHING

Teaching is responsive to the needs of pupils and based upon our shared understanding of efficacy. This is captured in our teaching rubric that gives clarity about what we determine to be effective practice. These beliefs are based upon evidence. They are further exemplified within the Teaching and Learning policy where the 'what to dos' give guidance on what we believe to be effective practice.

## BEHAVIOUR & ROUTINES

It is essential that we have the highest of expectations within our schools. Pupils deserve to learn within, and teachers deserve to teach within well-ordered and disciplined environments. E21C schools have high aspirations of behaviour. We believe that culture should be frequently measured and reset where it needs to be. Schools use our E21C Behaviour principles to help shape their individual policies. Where schools are identified as needing to be stabilised or repaired (see School improvement strategy) then we may ask schools to follow a template Trust policy and procedure and support in its implementation.

## SEND

Our schools commit to inclusive practice and developing the best provision possible for the pupils that need it the most. We share best practice and undertake annual reviews of SEND to develop a common understanding of the best approaches to use.

## PERFORMANCE MANAGEMENT & APPRAISAL

The Trust shares a common approach to performance management and appraisal. Performance management is conducted within a highly professional and supportive environment.

## OPERATIONS

The other elements of our backbone include Governance, Finance, IT, estates and communication and marketing.



# OUR SCHOOLS

There are currently four secondary schools and four primary schools within the Trust. Four of the primary schools and three of the secondary schools are located within Bromley, South East London. A further secondary is close to Canterbury in Kent. These schools include:

## SECONDARY SCHOOLS



11-19



11-19



11-19



11-16

## PRIMARY SCHOOLS



4-11



4-11



4-11



4-7



# CANDIDATE CHARTER

E21C want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

## OUR COMMITMENT TO YOU:

- **Transparency:** we will treat you with respect, honesty and fairness
- **Protecting** your privacy: we'll ensure your information is secure and handled sensitively
- **Understanding:** you'll be given everything you need to make informed decisions
- **Showcasing talent:** we'll provide a good opportunity for you to share your skills, experience and potential
- **Feedback:** we will provide constructive feedback professionally and promptly
- **Listening** we welcome feedback and we'll act on what you have to share
- **Inclusivity** our hiring decisions align with our commitment to create a high quality, diverse workforce

## WE WILL:

- Provide you with clear, accurate and timely information
- Give you the opportunity to ask questions – and we'll ensure you get the answers you need
- Respond to enquiries promptly and usually within 24 hours during the working week
- Adopt a fair and consistent assessment process
- Make sure you have all the documentation and details you need for an interview, well in advance
- Provide you with real insight about what it's like to be part of our team
- Ensure all offers are fair and equitable
- Seek feedback on your experience at every opportunity, so we can continue to improve

## IN RETURN WE ASK THAT YOU:

- Be honest and upfront about your experience, aspirations and motivations
- Provide open and accurate information when submitting an application
- Always give yourself the best opportunity to succeed - research who we are and how we work
- Let us know if situations change in relation to your interest - and help us understand why
- Prepare yourself for interview and let us know how we can support you



# WELCOME FROM THE HEADTEACHER

Coopers is a popular and oversubscribed 11-18 school in the heart of Bromley. We are proud to be part of the E21C Trust, whose mission is to improve outcomes, transform lives and enable social mobility. This mission and our values of *trust, respect and resilience* underpin everything we do. Pupils experience a broad and balanced curriculum which is knowledge rich and inclusive. Through this and our extended curriculum, we build resilient learners and active citizens.

We are a coaching school. Our professional culture is one of constant development and all staff engage in our instructional coaching programme. All professional learning is underpinned by the principles of instructional coaching: granular action steps promote progress, deliberate practice builds strong mental models and rituals of renewal make improvement stick. We are committed to the development of all staff and create pathways for professional development based on the experience and ambition of all staff, both teaching staff and associate staff.

It's an incredibly exciting time to join us. Over the past few years, many colleagues have been internally promoted and we are always interested in recruiting ambitious, reflective and collaborative teaching and associate staff to work within our community. We are looking for individuals committed to becoming a part of our school community and promoting and sustaining the excellent routines, rituals and teaching that make Coopers an excellent school committed to getting even better.

**Claire Bessa**  
**Head Teacher**





# ABOUT THE SCHOOL

## Coopers School

Coopers is a community built on trust and respect that inspires resilience, ambition and success for all. We are a welcoming and thriving fully comprehensive school for young people aged 11 to 18. Our alumni demonstrate our track record in providing our pupils and students with the academic foundations and enriching experiences that enable them to create successful lives and careers. We prepare our young people for success and we would like you to be a part of this journey.

Our campus is set in 33 acres of beautiful parkland on the edge of Chislehurst. Over the years our exceptional educational facilities have been extended and developed, with the most recent addition being the Creative Arts Block. Our site is also home to the historic Mansion House, a Grade II listed building that serves our Sixth Form students.

The values of **trust, respect and resilience** guide our attitudes and behaviours in everything we do. Within our school culture, we know that trust is crucial in creating positive and productive relationships between staff and pupils. This is the cornerstone of our approach to behaviour and pastoral care. Respect ensures equity; all members of our community demonstrate consideration and kindness towards each other. Finally, we understand that learning is a journey, and that staff and pupils need to exhibit resilience and determination to reach their goals and achieve success. At Coopers School we have high expectations of all members of our community regardless of their role. We work collaboratively and push each other to be the best versions of ourselves.



# ABOUT THE ROLE

## Teaching Assistant

Based at Coopers School Chislehurst

Education for the 21st Century is a values-led organisation, driven by a determination to create welcoming and open schools for the local community, where every person thrives, makes excellent progress, and succeeds. We are committed to improving outcomes and transforming lives, realising social mobility, and the transformative power of education. We value the difference in all of our schools while seeking to bring them together around a framework that delivers an enriching experience and a great education for the young people within our care.

We want the very best for all of our young people. Our plan to ensure that we deliver great schools is underpinned by our shared values of trust, kindness, and endeavour. Our schools and our staff are collaborative and we seek to create consistency and quality throughout.

Our leaders create improvement in schools that is robust and sustainable. We are as enthusiastic about developing and nurturing our staff, as we are about developing our young people. Our professional development programs and our approach to school improvement provide quality and rigor while creating a depth of experience and learning for our staff.

In joining Coopers School and the family of schools within E21C you will gain access to an unparalleled level of support and development in a forward-thinking school and trust.

Coopers School is seeking to appoint a Teaching Assistant. Our Teaching Assistants work with individuals/groups to supervise physical/general care of pupils, including those with SEND; enable access to learning for pupils and assist the teacher in the management of pupils and the classroom. They will also support departments to ensure resources are developed and ready for lessons.

Our Teaching Assistants are members of a multi-disciplinary team, under the leadership and supervision of the SENDCO. They will work across all students and year groups to support and enable access to learning and the wellbeing of individuals. We are passionate about developing the whole child and this is a pivotal role in the pastoral team.

At Coopers School we are excited to build something for the whole community and provide a future education for thousands of young people.

The successful candidate will:

- Join a forward-looking, high achieving school
- A school that offers a genuine opportunity for meaningful career development
- A positive and supportive department
- Contribute to wider improvement of the school and trust
- Excellent career opportunities within the trust
- Be driven and committed to your students
- An excellent practitioner who is willing to challenge and be challenged



We are seeking to appoint a Teaching Assistant who must:

- Be educated to a GCSE level or equivalent in both English & Maths
- Be enthusiastic and enjoy working with children, including those whose behaviour can sometimes challenge
- Be patient, positive and resilient
- Lead by example and be an exemplary role model, particularly by displaying excellent Literacy and Numeracy skills
- Share in the school's commitment for excellent achievement and high standards in every aspect

For this role, experience in a similar role and/or qualifications are essential. Experience of safeguarding would be beneficial to the role.

We are currently recruiting exceptional people who want to be part of our journey of transformation. We want people who will share in our ethos and values and set a new standard of excellence and inspire young minds.

Much as we see our staff nurture the interests and talents of our students, we support the professional growth of our staff. You can expect a full benefits package, including:

- Outer London Salary
- Free onsite parking
- Excellent CPD opportunities
- Trust conferences and CPD
- A health cashback scheme with money back on dental, optical and other treatments. Also incorporating retail and gym discount schemes
- Cycle to work scheme
- Tech scheme
- Flexible and family friendly approach
- A comprehensive induction
- Annual subscription to TES
- Employee assistance programme
- Electric vehicle salary sacrifice leasing scheme
- Season ticket loan

This is an exciting opportunity for a diligent and self-motivated individual to join our team. The post holder will be making a strong contribution to promoting the school's high standards in all areas of school life.

**“E21C is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check and where applicable, a prohibition from teaching check will be completed for all applicants. Education for the 21st Century is fully committed to equality and to valuing diversity as an employer and a provider of education.”**







# JOB DESCRIPTION

**JOB TITLE: Teaching Assistant**

**CLOSING DATE: 25<sup>th</sup> February 2024 at Midnight**

**SALARY: NJC Scale 1 points 2-3 £25,854-£26,238 (52 weeks 36 hours per week) actual salary £21,501 - £21,820**

**CONTRACT TYPE: Permanent**

**WORKING HOURS: 35 hours a week, 39 weeks a year**

**LOCATION: Coopers School, Chislehurst**

**REPORTING TO: SENDCO**

## JOB PURPOSE

The Teaching Assistant will be under the leadership and supervision of the SENDCO. The TA will work with the departments to ensure that there is a high quality of education for all students; working with groups or individuals within lessons and within the school's learning hub, particularly students with SEND, supporting lessons within the department and supporting with other activities, such as therapies that will have a direct impact on student outcomes.

## KEY RESPONSIBILITIES

- Supervise and provide support for students, including those with special needs, ensuring their safety and access to learning activities
- To cover lessons in times of staff absence
- Support students in lessons with Individual Education/Behaviour Plans and Personal Care programmes
- Liaise with SEND Department and subject teachers to gain a good understanding on the needs of particular students and strategies to support such students with their learning
- Establish constructive relationships with students and interact with them according to individual needs
- Support the department in communicating with home, regarding achievements and sanctions
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence for students
- Provide feedback to students in relation to progress and achievement under guidance of the teacher
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Meet with teachers in the department to engage in lesson planning





- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students achievement, progress, problems etc
- Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive and supportive relationships with parents/carers and students
- Administer routine tests and invigilate exams and undertake routine marking of students work
- Provide clerical/admin support e.g. Photocopying, typing, filing, administer coursework within the lesson
- Provide insightful information where patterns of behaviour, across lessons are evident by a particular student
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use
- Be aware and comply with all Child Protection policies
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos of the school
- Attend and participate in relevant meetings as required, such as Department meetings
- Participate in training and other learning activities and performance development as required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- Complete tasks under the reasonable direction of the line manager and / or Headteacher that will directly have an impact on student outcomes.

## NOTES

- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once each year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- This job description will be reviewed annually as part of your Professional Review Meeting.



## PERSONAL SPECIFICATION

### QUALIFICATIONS

The professional, technical or academic qualifications that the Applicant **must have** to undertake the role or the training that they **must have** received

- Good numeracy and literacy skills / GCSE (or equivalent) in Maths and English.
- Good command of English, both written and verbal.
- ICT literate – competent with Microsoft Office

Desirable:

- First Aid qualification

### EXPERIENCE

The categories of work or organisations, types of achievements and activities that would be likely to **predict** success in the role

- Experience of supporting in an educational setting.
- Experience of establishing and maintaining positive working relationships with a range of stakeholders, at all levels.

Desirable:

- Knowledge of safeguarding and Child Protection policies.

### KNOWLEDGE

The knowledge **required** by the Applicant to perform effectively in the role

- Ability to work independently and use own initiative.
- Able to deal with difficult situations effectively
- Understand and support the importance of physical and emotional wellbeing of students.

### PERSONAL COMPETENCIES AND QUALITIES

- A passion for education and making a difference;
- Ability to work under pressure and meet deadlines;
- The ability to motivate others to high expectations;
- Energy, enthusiasm, good sense of humour
- Emotional maturity and resilience in dealing with challenging behaviours
- Excellent Interpersonal and Communication Skills – Written and Oral.
- Excellent Organisation Skills with a systematic approach to workload management.
- Excellent time management, planning and work prioritisation skills.
- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Confidentiality of information as appropriate.

Desirable:

- To be highly motivated and committed.
- To maintain confidentiality.



- Willingness to participate in ongoing professional development.
- Team Player.

Method of assessment:

- Contents of the application form
- Interview
- Professional references

\*We reserve the right to this vacancy early should we receive an overwhelming response. All candidates are advised to refer to the job description and person specification before making an application.

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Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition (as defined in the Equality Act 2010).

Following consultation with you this job description may be changed by management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

We look forward to hearing from you.





**Education for the 21st Century**  
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