



**Educational Teaching Assistant**

**Hours: 32.05 hours per week Monday to Friday, Term time only 8.35am to 3.30pm with a 30-minute lunch break**

**£17,887 actual salary – FTE is £24,294**

**Required: September 2024**

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| **Closing date:** | 14th June 2024 |
| **Interview date:** | Week commencing 17th June 2024 |

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**Important Safeguarding notice / Statement of Intent**

As part of your wider duties and responsibilities you are required to promote and actively support the Trusts ‘responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

### 2. Statement of Intent

2.1 South Pennine Academies is committed to ensuring a culture of safer recruitment and as part of that implement recruitment procedures that deter, reject or identify people who might abuse children. All Academies across the Trust adopt a consistent and rigorous approach in the recruitment and selection processes, with the aim of ensuring that those recruited are suitable for such an important and responsible role. The purpose of safer recruitment is ultimately to:

* **Deter:** From the beginning of the recruitment process, it is important to send the right message – that the organisation has a rigorous recruitment process and does not tolerate any form of abuse. Wording in adverts and recruitment information must aim to deter potential abusers.
* **Identify and Reject:** It will not always be possible to deter potential abusers. Therefore, careful planning for the interview and selection stage, in terms of asking the right questions, setting appropriate tasks and obtaining the right information can assist in finding out who is suitable for the role and who is not.
* **Induct:** Induction is an essential part of our recruitment process, we ensure that comprehensive induction processes are in place, together with appropriate policies and procedures, raising awareness through staff training and generally developing and maintaining a safe culture within the organisation will all help to prevent abuse or identify potential abusers.

2.2 The intention of this policy is to ensure that all stages of the recruitment process contain measures to deter, identify, prevent and reject unsuitable people from gaining access to pupils within the organisation. The policy and the practical implementation of recruitment and selection processes also aim to meet all legislative requirements, any statutory or other guidance that may from time to time be issued in order to keep children safe and safer recruitment in education, as well as principles of general good practice.





**Beaumont Primary Academy**

**Background and Vision**

‘**’Adventures in Learning’’**

Beaumont is a larger than average primary school with nearly 700 children from nursery to Year 6. Nursery has a small group of 2 year olds, a larger group of 3 and 4 year olds and then Reception to Year 6 has 90 children in each year group.

At Beaumont a highly skilled and experienced team of staff are all committed to providing a safe environment and a high quality education for our students. Our expectations are high and we work relentlessly to realise them. Our belief is that all children whatever their background and starting points, can achieve highly. We know that children only get one chance at their education and we have a duty to ensure that at the end of each stage of their education, children are ready and prepared for moving on to the next stage.

We are committed and proud of our offer for pupils with additional needs across school and in September 2023, we opened an additionally resourced provision for pupils with Social, Emotional, Mental Health Needs (SEMH ARP) This is a Kirklees partnership and will meet the needs of pupils with an EHCP (Education, Health Care Plan)

Alongside the strong focus on progress and attainment, a planned programme of opportunities is in place which enriches experiences, allowing students to develop their interests, social skills and embrace the community around them, in many areas of learning. Pupil voice is central to our work and we have a Gold Rights Respecting award in recognition of the work we do in respecting the rights of the child as well as a Gold Mental Health evidencing our commitment to the well-being of everyone.

We want our children to be truly involved and excited by their education and as such we provide active, engaging and interactive learning experiences, both onsite and beyond as a classroom and this is an essential part of the role.  The classroom environment is a fundamental part of the learning experience where children have a sense of ownership and are able to develop as purposeful, focussed and independent learners. To work at Beaumont, you must enjoy being outside whatever the weather.

We have well established relationships with our families and the local community and expect all staff to commit to this way of working. Beaumont is a very happy, calm, purposeful learning environment where children and adults thrive. It is a special place to work with low staff turnover – staff morale is high and staff relationships are exceptional. We face challenges with a genuine ‘can do’ approach and look for solutions – we are unapologetic and uncompromising in our vison for what is possible.

Beaumont Primary Academy serves a fabulous vibrant academy community from a diverse cultural and religious background. We want all of our students and families to be proud of themselves and who they are, whilst having the highest standards of respect and understanding for each other.

Beaumont Primary Academy has the advantage of sharing a site with Moor End Academy and we work closely together.

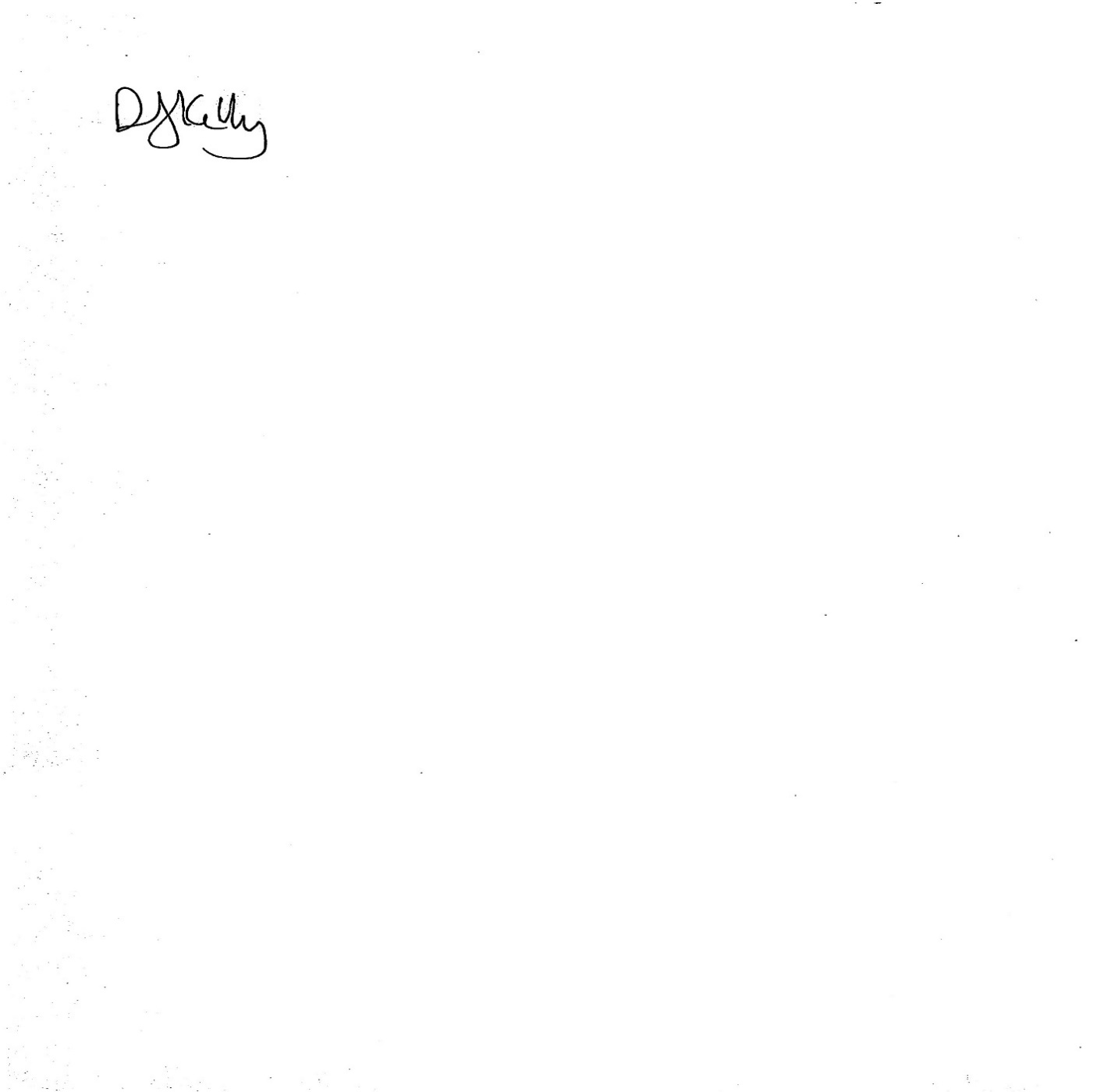
We are looking for people who have a proven track record of excellence, a strong commitment to their own professional development and wanting to continually improve our offer for our children through open, honest and reflective team work.

We can offer you a well- established team of highly professional and dedicated staff who work as one team in the best interests of our children.

We are uncompromising and relentless in our drive for the very best for every single child and their unique circumstances. If you think you are the right person to join our team, please do find out more:

* on our website [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk) or
* telephone and a member of SLT will be able to answer any further questions you may have.

We encourage visits to the school.



**Debbie Kelly,**

**Principal**

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**South Pennine Academies**

**Sponsorship**

South Pennine Academies is the sponsor and works in partnership to raise levels of attainment and aspirations of all students. As sponsor, South Pennine Academies is very well placed to create a unique institution characterised by high achievement and success. The Trust has a national reputation for excellence and has a solid track record of partnership working with employers, universities and local academies.

The benefits that South Pennine Academies brings are immense, adding their expertise and ideas as well as opening up life-enhancing opportunities to all academies in the Trust including Beaumont Primary Academy.

The key to the Academies success will be the development of a shared vision, effective and transformational leadership and management, robust partnership arrangements, high quality and focused teaching which guarantees students learning and success. This all needs to be achieved amongst a strong and cohesive staff body.

Students will show good manners, work hard and be honest at all times. They will learn, share and succeed, together.

At Beaumont, we are proud to be part of the SPA team. Staff have fantastic opportunities to work with colleagues across the Trust and build upon good networks to support professional development.

**The Vision:**

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| * To develop a group of closely partnered academies. * To ensure all academies are world class centres of excellence for teaching, learning and progress. * To ensure the trust plays a pivotal role in improving the life chances of students. * To ensure that local solutions and partnerships meet local needs. * To focus on academy improvement with inclusion and diversity at the core. |



**THE SELECTION PROCESS**

**How to Apply**

Thank you for taking time to read and digest our information. If you wish to apply for the post of **Educational Teaching Assistant** you should;

* Apply via the MyNewTerm website only. Late applications will not be considered. If you have any questions please telephone the school office on 01484 503111 to speak to a member of staff.
* Complete the application form fully, ensuring all details are accurate and all declarations are signed. Please ensure you enclose **two** professional referees with one being your current employer (with email addresses if possible). Do not enclose additional CVs.
* Please do not send a completed Kirklees application form as they cannot be accepted.
* Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person / employee specification and the unique contribution that you could make to the future success of the Academy.
* Please ensure that your personal statement section of your application is no more than 2 A4 sides of paper.
* Submit your application as soon as possible via email to [office@beaumontprimary.org.uk](mailto:office@beaumontprimary.org.uk), hand deliver to the academy office or post back to:

**Beaumont Primary Academy, Dryclough Road Campus, Dryclough Road, Crosland Moor, Huddersfield, HD4 5JA.**

**Time table for the selection process – please see front cover**

**Successful applicants will be required to undertake a Criminal Record Check via the DBS.**

**Beaumont Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

**Job Description**

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**Educational Teaching Assistant**

**Purpose of post**

To work under the guidance of teaching/senior staff to implement and oversee agreed

work programmes with individuals/groups, in or out of classroom. This could include

those requiring detailed and specialist knowledge in particular areas and will involve

assisting the teacher in the whole planning cycle and the management/preparation of

resources.

**\*\*PLEASE SPECIFY IN YOUR APPLICATION WHICH OF THE TEACHING ASSISTANT POSITIONS YOU ARE APPLYING FOR\*\***

**Key Areas**

1. Teaching Support

2. Pupil Support

3. Curriculum Activities

4. General

**Duties and responsibilities**

**1.Teaching Support**

1.1 To undertake duties in accordance with the Academy’s practices and procedures, ensuring the post holder actively upholds and promotes the philosophies of the

school.

1.2 To work under the guidance of the class teacher/line manager to plan and monitor pupils learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for pupils.

1.3 As appropriate to assist with the induction and mentoring of new staff within the

remit of the role.

1.4 Under the guidance of the teacher provide one to one support to pupils or working with groups of pupils on pre-planned activities, to reinforce the teachers approach.

1.5 To assist where required in the planning of learning activities.

1.6 Under the guidance of the teacher ensure equipment or materials are suitable for

the learning activities. Prepare materials and teaching aids where necessary.

1.7 Under the guidance of the teacher work with individuals or groups of pupils in accessing school library and in the use of ICT and other relevant resources to support learning.

1.8 To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.

1.9 Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

**2. Pupil Support**

2.1 Provide support and guidance on a one to one basis or to teams of pupils in their core skills and curriculum needs as per school policies/practices.

2.2 To actively encourage the inclusion of all pupils to participate in the life and activities of the school and access the national curriculum to the best of their ability.

2.3 To provide individual assistance or assistance within groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.

2.4 As required, to deal with the personal care and comfort and necessary minor medical treatments of pupils, i.e. toileting and intimate care issues (as per school guidance and direction).

2.5 To contribute to plans, reviews and evaluations of pupils by writing reports on pupils’ progress and attendance at meetings.

2.6 As required by the school to assist under the direction of the school nurse and/or physiotherapist in medically related issues eg. administer medication-dosage already drawn up by the nurse, gastrostomy feeding and preparing to care for children requiring other medication administered and Physiotherapy treatment.

**3. Curriculum Activities**

3.1 To maintain stock of resources, ordering new replacements as agreed with colleagues, to support the work across the team in its delivery of service.

3.2 To contribute in the presentation of pupils’ work and maintenance of display areas.

3.3 To assist with the preparation and tidying of the classroom and upkeep of resources.

3.4 To attend and contribute to duty related meetings as required.

3.5 To assist in the planning and implementation of structured and agreed learning activities/teaching programmes.

**4. General**

4.1 As part of your wider duties and responsibilities you are required to promote and actively support the Academy’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn’t just about the very old and the very young, it is about everyone who may be vulnerable.

**Responsible To**: Principal

**Responsible for**: None

**PERSON SPECIFICATION**

**Educational Teaching Assistant Grade 6**

**E = Essential**

**D = Desirable**

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|  | **ATTRIBUTES** |  | **RELEVANT CRITERIA** | **HOW IDENTIFIED** | **RANK** |
| 1. | **RELEVANT EXPERIENCE** | 1.1  1.2  1.3  1.4 | Experience of working with children/young people in a school environment  Experience of assisting class teacher in delivering the curriculum  Experience of working with children in a Primary setting  Experience of working with children with complex and additional needs | Application Form/ Selection Process | E  D  D  D |
| 2. | **EDUCATION AND TRAINING ATTAINMENTS** | 2.1  2.2  2.3  2.4 | Numeracy and Literacy skills to a level to assist pupils with their work, across the 4 – 11 age range  Completion of DfES Teacher Assistant Induction Programme  NVQ 3 for Teaching Assistants or equivalent qualifications or experience  Training in the relevant learning strategies e.g. literacy / numeracy / phonics | Application Form/ Selection Process  Application Form/Selection Process/Certificates | E  D  D  D |
| 3. | **GENERAL AND SPECIAL KNOWLEDGE** | 3.1  3.2  3.3  3.4 | Understanding of Primary setting curriculum  Understanding of Child Development and Learning  Understanding and commitment to Equality and Diversity and how this relates to the duties of the post  Knowledge of the national curriculum applicable to the school and experience in KS2 | Selection Process  Selection Process  Selection Process  Selection Process/Application Form | D  D  D  E |
| 4. | **SKILLS AND ABILITIES** | 4.1  4.2  4.3  4.4  4.5  4.6 | Effective use of ICT to support learning  Ability to assist the teacher in planning class activities.  Ability to communicate effectively with pupils, families, staff members and the wider community.  Ability to relate to children/young people from diverse/social backgrounds  Ability to work as a team member  Ability to work with children exhibiting challenging learning behaviours and/or additional needs  Ability to work quickly and able to prioritise | Application Form/ Selection Process | E  D  E  E  E  E |
| 5. | **ANY ADDITIONAL FACTORS** | 5.1  5.2  5.3  5.4  5.5 | Understanding of relevant policies/codes of practice and awareness of relevant legislation.  Commitment to ongoing personal training and development  Commitment to working outdoors, whatever the weather  Commitment to high expectations for all children.  Willingness to undertake an enhanced Disclosure and Barring Service check.  **Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process**. | Selection Process | All  E |

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criteria on your application form. The letters E and D in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the E's on day one to be able to do the job, you need to have all the D's to do the job, but they could be learnt during the induction. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interview etc.