



# APPLICATION PACK

**ROLE: Educational Teaching Assistant**

**START DATE: ASAP**

**SALARY: Grade 6 (SCP 7-11) £16,743.16**

**HOURS: 30 hours per week term time only, fixed term**

The post is initially until July 2025, but is likely to be extended to meet ongoing student need.

There is more than one post available. Part Time/Job Share considered

**Moor End Academy**  
Dryclough Road  
Crosland Moor  
Huddersfield  
HD4 5JA

Telephone: 01484 222230  
Fax: 01484 222233  
Email: [HR@edu.moorend.org](mailto:HR@edu.moorend.org)  
Executive Principal: Mr Kash Rafiq

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## ***'A word from the Executive Principal'***



Dear Applicant,

Firstly, thank you for your interest in working at Moor End Academy. If you're impressed by our work, understand our vision and want to be a part of our community, then we are keen to hear from you.

As an outstanding and accredited 'World Class School', our vision is simply to maximise every child's potential to ensure we can say with confidence that we gave every student his or her GCSE passport to success. Our motivation is to ensure that positive relationships are at the core of what we do every day, along with high quality teaching and pastoral care overseen by strong and passionate leadership.

To me, it's essential that all members of our school community put in the time and energy to bring the ethos to life. It's important to me that everyone who steps through our doors: staff, students and parents are excited to be here! This attitude enables us to meet our goal of providing a world class education in a positive, fun, and nurturing environment.

We want to expand our family of committed and skilled people, who will directly benefit the futures of our next generation. If you wish to discuss any of the opportunities we have on offer, please contact us at [HR@edu.moorend.org](mailto:HR@edu.moorend.org) or call 01484 222230.

Please enjoy reading further, and we look forward to hearing from you.

Yours sincerely,



Mr Kash Rafiq  
**Executive Principal**

## **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

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.

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.

As part of our shortlisting process, in accordance with KCSIE Guidance, an online search will be completed on all shortlisted candidates.



# Moor End Academy

Every Day: Respect | Ambition | Responsibility

Moor End is a converter academy that opened on 17<sup>th</sup> August 2011. We converted as an outstanding school. Prior to this we were a community school. Our CEO, Lynda Johnson is a National Leader of Education. Under these designations we play a leading role in the training and professional development of teachers and contribute towards the raising of standards across the school system through school to school support. Moor End is an award winning academy and has continued to be recognised by Ofsted as 'outstanding'.

At Moor End we have the secondary resourced provision for students within Kirklees with vision impairment, with a capacity for 12 fixed-term places and 2 transitional places. Students within the provision attend mainstream lessons and are fully integrated in to Academy life. In addition to these places, the team also supports over 80 students, across secondary schools in Kirklees, in an outreach capacity. The team consists of highly skilled Teachers, Technicians and Educational Teaching Assistants who support the students' access to the curriculum. Students in the provision also access a personalised additional curriculum, which supports their independence, including, amongst others, mobility, braille and touch-typing.

We have a number of experienced and skilled Educational Teaching Assistants who support students and classes that require additional adult support to access the curriculum. English and Maths have their own dedicated teaching assistant whilst the other teaching assistants are managed, supported, trained and allocated through the special educational needs department.

We are an 11-16 mixed comprehensive academy with 1000 students on roll. In 2015, Beaumont Pre School opened in the grounds of Moor End Academy. Beaumont Pre School serves 2-4 year olds. Beaumont Primary Academy opened its doors for the first time in September 2016 and the staff and students moved into their fantastic new building which is on our Dryclough site on September 2018. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk).

The academy draws the majority of its admissions from the local area. We are held in high regard locally and regionally. The academy's mission is for all young people at Moor End to ensure we can confidently say, "We gave every student his or her GCSE passport to success." We passionately believe, as educators, we have the power and responsibility to inspire our students to be the best they can be to enable our learners to pursue their dreams and become the leaders of tomorrow.

We serve a highly deprived area of Huddersfield. Over 70% of our students come from ethnic minority backgrounds and we usually have around 10% of our cohort who are either new arrivals to the country, asylum seekers/refugees or other foreign nationals. 49.4% of our students have a first language that is not English. 38% of our students start education at Moor End Academy as lower attaining students, yet when they leave, over two thirds make better than national average progress. Eleven years in formal education should not be wasted. The majority of our learners stay in education post 16 at the further education colleges within Huddersfield.



South Pennine Academies Trust has grown from strength to strength with ten primary and secondary schools that have shared vision of:

- *Strong and effective leadership*
- *High performing staff*
- *Successful students*
- *Engaged community*

South Pennine Academies believe in school improvement through a partnership model; this brings expertise and capacity to the school improvement agenda. Whilst Moor End Academy retains its own characteristics and ethos, it benefits immensely from school partnership working. The shared working provides exceptional cross phase, subject to subject and leadership development opportunities to staff across the trust. You can expect the highest quality professional development at not only Moor End Academy, but also trust wide.

For more information visit <http://www.southpennineacademies.org/>

Safer Recruitment Policy visit [https://www.moorend.org/\\_Academy/Policies](https://www.moorend.org/_Academy/Policies)

Safeguarding and Child protection policy [https://www.moorend.org/\\_Academy/Policies](https://www.moorend.org/_Academy/Policies)

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## **Dryclough Campus**

The Dryclough Campus continues to be an exciting development, with Moor End Academy just one part of a vibrant campus which also includes Beaumont Primary Academy. This academy opened its doors for the first time in September 2016. For more information please see [www.beaumontprimary.org.uk](http://www.beaumontprimary.org.uk)

## JOINING SOUTH PENNINE ACADEMIES

- **Professional Development** - The Trust is committed to developing all staff within their roles and creating continued fantastic opportunities for further career progression. Please visit the following link to view the South Pennine Academies CPD brochure - [South Pennine Academies - Professional Development at SPA](#)
- **Pension** – Every employee of South Pennine Academies has access to the Teachers' Pension Scheme or the Local Government Pension Scheme.
- **Wellbeing Benefits** – Through our wellbeing provider, **Smart Clinic**, staff can access a number of generous wellbeing benefits including physiotherapy, 24-hour GP helpline, cancer support, stress counselling support and weight management.
- **Free Will writing service** – Provided via solicitors Dunham McCarthy – a free and completely confidential service for all SPA employees. The free service is provided remotely, either by telephone or video call, at a time to suit you. You will have an adviser to help you complete each step from start to finish.
- **Cycle to Work Scheme** – The Trust has registered to join this scheme as a provider for staff to be able to take advantage of the salary sacrifice tax-relief arrangement. For more information, eligibility criteria and details of how to apply, please contact the central HR team.
- **Annual Flu Vaccinations** – Annual Flu vaccinations offered to staff either by visit from nurse on site or via vouchers, accepted at various GP surgeries or pharmacies

## LOCAL INFORMATION



**Huddersfield** is a large market town in the Metropolitan Borough of Kirklees, in West Yorkshire, England, halfway between Leeds and Manchester. It lies 190 miles north (310 km) of London, and 10.3 miles (16.6 km) south of Bradford, the nearest city.

Moor End Academy is easily reached from Barnsley (18 miles), Penistone (13 miles), Holmfirth (6 miles), Wakefield (15 Miles), Bradford (15 miles), Oldham (17 Miles), Rochdale (22 miles), Hebden Bridge (16 miles), Halifax (10 miles), and Leeds (20 miles). Moor End is just a few miles south of the town centre.



Huddersfield is near the confluence of the River Colne and the River Holme. Located within the historic county boundaries of the West Riding of Yorkshire, according to the 2001 Census it was the 10th largest town in the UK and with a total resident population of 146,234. The town is known for its role in the Industrial Revolution, for being the birthplace of rugby league and birthplace of the British Prime Minister, Harold Wilson.

Within our own catchment is the breath-taking, Beaumont Park that was bequeathed to the town in the 1880s, by the Henry Ralph Beaumont ('Beaumont's of Whitley' estate) and was opened on 13 October 1883, by Prince Leopold, fourth son of Queen Victoria, and his wife Princess Helena of Waldeck and Pymont (The Duke and Duchess of Albany). It is a fine example of a Victorian era public park with water cascades, bandstand and woodland. The academy has a working relationship with the Friends of Beaumont Park.



Huddersfield is a town known for sport, home to the rugby league team, Huddersfield Giants, founded in 1895 and Huddersfield Town F.C., founded in 1908. Many of the staff are keen supporters. The town is also well known for excellent cycling facilities around the local area and many cycle lanes. Tour de France 2014 came to Huddersfield during the second stage, which was 125 miles long, including perhaps the most famous climb in British cycling - up Holme Moss, near Huddersfield. It also passed through Holmfirth, famous as the location of the long-running BBC comedy Last of the Summer Wine. The town is home to the University of Huddersfield and the sixth form colleges Greenhead College, Kirklees College and Huddersfield New College.

Huddersfield is a town of Victorian architecture and beauty. Huddersfield railway station is a Grade I listed building described by John Betjeman as 'the most splendid station facade in England' second only to St Pancras, London. The station is less than 2 miles from the academy.

### Banks

Many of the national banks and building societies have branches not only in the town centre but also in many of the outlying village areas. And.... Finally shopping! The town hosts a range of shopping experiences from a haven for independent shopping, Byram Arcade which is the town's oldest Victorian arcade and a great place to visit. It is spread over three floors, in the heart of the town centre and home to specialist shops selling fashion, vintage, arts, crafts, and gifts, plus several cafés. To, the Kingsgate Centre, undercover shopping with all the expected high street brands. The full range of supermarkets and a market are also available in the town.



## WHY JOIN .....

These ETA posts will be based within the Additionally Resourced Provision for Visual Impairment (ARP - VI). We are looking for a candidate with experience of working in schools and the desire to develop their skills in the field of Special Educational Needs and Disabilities, specifically Visual Impairment. If needed, all training would be provided through internal and external specialist training as well as the opportunity to work alongside experienced ETAs and Qualified Teachers of Visual Impairment (QTVIs) within the Provision to develop your skills and knowledge of VI.

Moor End Academy hosts the Kirklees Additionally Resourced Provision for Visual Impairment (Secondary). The Provision has capacity for 14 places, for those students who have a severe visual impairment or who are blind. There is a high demand for places and the Provision is currently oversubscribed. The team also support over 80 students with visual impairments (VI) in mainstream schools across Kirklees through specialist outreach work.

The Academy's Outstanding Ofsted report of June 2012 stated: *'The high- quality and extensive provision of modified learning resources using enlarged print, Braille and tactile graphics makes an invaluable contribution to the progress made by visually impaired students. These students receive sensitively tailored support for their individual needs which develops their skills and confidence to live more independently'*

Students with VI within the Provision and from across the Authority are taught and supported by a combination of QTVIs, specialist VI ETAs, braille and large print technicians, habilitation officers and family support workers.

Students in the Provision are educated with a person-centred and proactive approach to inclusion and are part of the whole Academy community. The Provision offers bespoke curriculum approaches, individually matched to student needs. Students follow one of two pathways – mainstream alongside sighted peers or the achieve pathway, where students follow a primary based curriculum. ETAs are a key part of promoting access for students on both pathways.

In mainstream the majority of students with VI typically attend 90% of mainstream lessons, alongside their peers, being taught by subject specialist teachers from across the Academy. As an ETA, you would support students in lessons to reduce barriers and promote their access and independence in learning for example through large print, braille and specialist technology. Full training in specialist resources and equipment will be provided.

Alternatively some students work within the Academy's Achieve Group. This nurture group follows a Primary based curriculum to provide an accessible, holistic curriculum for a small group of students. Students accessing this group require a high level of differentiation and resourcing to enable them to be successful in their learning and ETAs are a pivotal part of this provision.

Alongside the mainstream curriculum, all students with VI learn and develop through the additional curriculum that gives them skills to compensate for the barriers that their VI creates. There is a clear focus on preparation for adulthood and comprehensive support for transition to the next phase of education and life. This can include: habilitation, braille, specialist IT skills, independent living, advocacy and curriculum support in areas of need. Students also have access to adapted extra-curricular and leisure opportunities.

We are always looking to evolve and work in partnership with curriculum areas to share expertise, skills, experience and instill confidence in all staff across the Academy. We have an open access policy for parents and careers and encourage parental engagement for all activities at the Academy; extra-curricular trips, events and external education experiences such as visits to the Theatre, Colleges and Universities.

***'The VI Provision is like a home and I feel safe and secure. The staff encourage and motivate you and if we need extra help and support in lessons we receive it'***

***'I like being part of VI because of the help I receive. The enlarged equipment is available for me to use and the computers in VI help me do my work'***

As an ETA, you would be a crucial part of our team providing in-class, small group and one to one support across our curriculum areas and age groups. Within the classroom, ETAs work alongside subject teachers and the QTVIs to maximise the access, inclusion and progress of students with VI.

At times, you would support students outside the classroom, within the VI Provision to consolidate learning, develop skills within the additional curriculum, social skills and activities for preparation for adulthood and independence.

The successful candidate will join a large team of staff working at this Outstanding Academy in our Specialist Provision team who provide support for children and young people with Visual Impairments, their families and designated local mainstream schools.

Moor End Academy is a very exciting school where the Resourced Provision is embedded into Academy life. If you want to develop your skills and knowledge of visual impairment and be part of highly rewarding, vibrant, successful and creative team who are not afraid to take risks, then we'd love to hear from you!

# 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** at Moor End Academy, then you should;

- Follow the TES or My New Term link to complete the online application form.
- 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.
- Ensure you fully complete the relevant skills and experience section of the form, addressing the key characteristics and experiences outlined in the person specification and the unique contribution that you could make to the future success of Moor End.
- Submit your application by **9am on Thursday 2<sup>nd</sup> May 2024**. *Late applications will not be considered.*

## Time table for the selection process

- Closing date for applications: 9am on Thursday 2<sup>nd</sup> May 2024
- References requested: **Following successful shortlisting**
- Interview Date: **To be confirmed**

### **Please note: Visiting the Academy**

To ensure a fair process we will not be offering tours or visits to the academy prior to short listing. The opportunity to tour the academy etc. will form part of the interview process.

If you have not been contacted within the timescales outlined above, we regret that you will not have been offered an interview on this occasion and feedback from paper applications is not provided.

Successful applicants will be required to undertake a Criminal Record Check via the Disclosure and Barring Service. The academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## Moor End Academy

### JOB DESCRIPTION

#### VI ETA

#### Grade 6

### 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.

- Families / carers of children receiving support from the specialist provision are regularly contacted and are involved in the identification of needs, setting of targets and monitoring of progress in all areas.
- Children, families are provided with support and advice to achieve positive outcomes and meet needs.
- Appropriate communication and access arrangements are in place and used effectively to enable access to learning and communication
- Relevant and appropriate support processes are in place under the direction of the teacher or advanced educational teaching assistant.

### KEY AREAS

1. Teaching Support
2. Student Support
3. Curriculum Activities
4. General

### DUTIES AND RESPONSIBILITIES

#### 1. Teaching Support

- 1.1 To undertake duties in accordance with Academy practices and procedures, ensuring the postholder actively upholds and promotes the philosophies of the Academy.
- 1.2 To work under the guidance of the class teacher/line manager to plan and monitor students learning. Ensuring the progress is clearly recorded in the relevant systems and relates to the learning objectives/goals for students.
- 1.3 Under the guidance of the teacher, supervise activities and assist with the general management and control of students in the Academy.
- 1.4 As appropriate to assist with the induction and mentoring of new staff within the remit of the role.
- 1.5 Under the guidance of the teacher provide one to one support to students or working with groups of students on pre-planned activities, to reinforce the teachers approach.

- 1.6 To assist where required in the planning of learning activities, adapting material to the needs of visually impaired students and working on a 1 to 1 basis with students when required.
- 1.7 Under the guidance of the teacher ensure equipment or materials are suitable for the learning activities. Prepare materials and teaching aids where necessary.
- 1.8 Under the guidance of the teacher work with individuals or groups of students in accessing Academy library and in the use of ICT.
- 1.9 To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager which will include residential/overnight trips.
- 1.10 Promote good behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

## **2. Student Support**

- 2.1 Provide support and guidance on a one to one basis or to teams of students in their core skills and curriculum needs as per Academy policies/practices.
- 2.2 Actively encourage the inclusion of all students to participate in the life and activities of the Academy and access the national/appropriate curriculum to the best of their ability.
- 2.3 To provide individual assistance or assistance within small groups through implementing behaviour plans, Individual Education Plans and teaching strategies etc, to maximise their achievements.
- 2.4 As required, deal with the personal care and comfort of students, ie. Toileting and intimate care issues (as per Academy guidance and direction).
- 2.5 Contribute to plans, reviews and evaluations for students by writing reports on student' progress and attendance at meetings.
- 2.6 To provide lunchtime cover as required.

## **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 students' 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 To undertake such other duties and responsibilities of an equivalent nature, as may be determined by the postholder's supervisor from time to time, in consultation with the postholder.
- 4.2 The postholder's duties must at all times be carried out in compliance with the Academy's Equal Opportunities Policy and other policies designed to protect employees from harassment.
- a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Co-operate with management of the Academy as far as is necessary to enable the responsibilities placed upon the Academy under the Health and Safety at Work Act to be performed, eg operate safe working practices.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards employees. The postholder should also counteract such practice or behaviour by challenging or reporting it.
- 4.3 As appropriate to assist with the induction and mentoring of new staff within the remit of the role.
- 4.4 To undertake relevant training and development as required from time to time by the Principal, and be involved in ongoing development reviews of skills and competencies.

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:**

**Senior Teaching Assistant - VI**

**Person Specification**
**D = Desirable**

	ATTRIBUTES		RELEVANT CRITERIA	HOW IDENTIFIED	RANK
1.	<b>RELEVANT EXPERIENCE</b>	1.1	Experience of working with children age 11-16	Application Form/ Selection Process	E
		1.2	Experience of working in a school setting		E
2.	<b>EDUCATION AND TRAINING ATTAINMENTS</b>	2.1	Numeracy and Literacy skills to a level to assist student's with their work	Application Form/ Selection Process	E
		2.2	GCCE or equivalent at Grade C and above in Maths, English and Science	Application Form/ Selection Process	E
		2.3	Level 3 for Teaching Assistants or equivalent qualifications or experience	Application Form/ Selection Process	E
		2.5	Qualification in braille or a willingness to undertaken the qualification	Application Form/ Selection Process	E
3.	<b>GENERAL AND SPECIAL KNOWLEDGE</b>	3.2	Understanding of Child Development and Learning	Selection Process	E
		3.3	Understanding and commitment to Equal Opportunities.	Selection Process	E
		3.4	Displays commitment to the protection and safeguarding of children and young people	Selection Process	E
	<b>ATTRIBUTES</b>		<b>RELEVANT CRITERIA</b>	<b>HOW IDENTIFIED</b>	<b>RANK</b>
4.	<b>SKILLS AND ABILITIES</b>	4.1	Effective use of ICT to support learning	Application Form/ Selection Process	D
		4.2	Ability to assist the teacher in planning class activities.		D
		4.4	Ability to relate to children and adults		E
		4.5	Ability to work as a team member		E
5.	<b>ANY ADDITIONAL FACTORS</b>	5.1	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Selection Process	E

		5.2	Willing to undertake training and development as required.	Selection Process	E
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