****

**2 x Educational Teaching**

**Assistant**

**Hours: 31.67 hours per week**

**Monday to Friday**

**8.30am to 3.20pm with a 30 min lunch break**

**Term time only**

**Grade 6 SCP 7-11**

**Salary £24,294.00- £25,979.00 (FTE)**

**Actual salary £17,675.00 - £18,901 actual salary**

**Permanent**

**Required for September 2024**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Closing date:** | Friday 5th July 2024 at 9am |
| **Interview date:** | TBC - please note if we receive a number of high-quality candidates, interviews make take place before the closing date of this vacancy |

**Contents**

|  |  |
| --- | --- |
| South Pennine Academies Statement of Intent | Page 3 |
| Foreword from School Head Teacher, Mrs Ismail | Pages 4 and 5 |
| Information about the Trust (South Pennine Academies) | Pages 6 ,7 and 8 |
| The selection process, closing date  and interview information | Page 9 |
| Job Description | Pages 10 ,11 and 12 |
| Employee / Person Specification | Pages 13,14 and 15 |

**Important Safeguarding notice**

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.



**Important Safeguarding notice / Statement of Intent**

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.

Please take time to look at SPA safer recruitment policy on the SPA website

<https://www.southpennineacademies.org/>

and Hillside safeguarding and child protection policy <https://www.hillsideprimaryschool.co.uk/safeguarding-2/safeguarding-at-hillside>



Dear colleague

Thank you for expressing an interest in the role of ETA at Hillside Primary School.

Our school motto is **Believe, Achieve, Succeed** because our vision is that every member of our school community believes in themselves; achieves because they have the confidence to work hard and try new things and feels successful in whatever goals and ambitions they set themselves both now and in the future.

I am very proud to be Principal at Hillside Primary School. We pride ourselves on a warm and friendly atmosphere, combined with the highest of expectations for all pupils. We firmly believe in working in partnership with parents and carers to ensure all pupils succeed.

Our highly skilled staff are passionate about learning and supporting children to make as much personal and academic progress as possible during their time at Hillside. We believe reading well is fundamental to a child’s success at primary school and for their future wellbeing and academic success.

Hillside has a vibrant school community with staff and students from many diverse backgrounds and cultures. We celebrate diversity and expect the highest standards of respect from and for all. Pupils are encouraged to work together, co-operate and communicate positively with others. We aim for all pupils to develop a love of learning and to recognise and value themselves and their own unique skills and abilities.

Hillside is a member of South Pennine Academies Multi Academy Trust.

* We require a positive, committed professional to support our pupils to access the curriculum and make as much personal and academic progress as possible.
* You must be able to work as part of a team to support the learning and welfare of pupils in school.
* Particular emphasis will be on working with an individuals, supporting language, communication, self care and medical needs, building personal and social relationships with other pupils and small groups support.
* Experience of working with children/young people in a school environment and knowledge of the curriculum are essential for this job.
* Experience of supporting pupils with complex social, emotional and/or medical needs (including gastronomy feeding) would be an advantage.
* Paediatric First aid training or willingness to underake such training is essential for this role.
* Training and support will be available for the successful applicant.

We look forward to hearing from you.

**Nazmunnisha Ismail, Principal**

 **BELIEVE**

 **ACHIEVE**

 **SUCCEED**

**South Pennine Academies **

South Pennine Academies works in partnership to raise levels of attainment and aspirations of all students. 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 Hillside Primary School

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.

**SPA Vision:**

|  |
| --- |
| * To develop a group of closely partnered academies. * To ensure all academies are world class Centres of Excellence for Teaching and Learning. * To ensure the trust plays a pivotal role in improving the life chances of students. * To develop local solutions and partnerships meet local needs. * To promote school improvement with inclusion and diversity at the core.   **SPA Values:**  South Pennine Academies believes in school improvement through a partnership model. This brings drive, expertise and capacity to the school improvement agenda.  We recognize and encourage each academy’s unique characteristics and ethos, reinforcing their individual identities within their respective communities.  Working within a multi academy trust allows school to school support to flourish. Becoming part of our partnership will allow you to become a leader not a follower and be involved in shaping the partnership rather than having it shaped for you. |

**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](https://www.southpennineacademies.org/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

**South Pennine Academies Partners**







****









**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 **My New Term** website only
* Late applications will not be considered. If you have any questions please telephone the school office on 01484 226834 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.
* 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 is no more than 2 A4 sides.

**Timetable for the selection process:**

* Closing date for applications: Friday 5th July2024 at 9am
* Interview day(s): TBC- please note if we receive a number of high-quality candidates, interviews make take place before the closing date of this vacancy

**Visiting Hillside Primary School**

If you would like to visit the School, please contact the school office (01484 226834), to make an appointment. Visits are welcomed.

**Successful applicants will be required to undertake an Enhanced Criminal Record Check via the DBS and a Disqualification check under the Childcare Act 2006. Hillside Primary School is committed to safeguarding, inclusion and diversity; promoting the welfare of all children and young people. We expect all staff and volunteers to actively and demonstrably support and share our moral values. It is the applicant’s duty to disclose information.**

**Job Description**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Job Title Education Teaching Assistant**

**Salary Scale** Grade 6 /SCP 7-11

31.67 hours

**Responsible to** Principal

**Required for**  As soon as possible

**Academies:** Hillside Primary School (HPS)

**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 the particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

**KEY AREAS**

1. Teaching Support

2. Pupil Support

3. Curriculum Activities

4. General

**DUTIES AND RESPONSIBILITIES**

**1. Teaching Support**

* 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.
  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.
  3. As appropriate to assist with the induction and mentoring of new staff within the remit of the role.
  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.
  5. To assist where required in the planning of learning activities.
  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. 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.
  2. To participate in and assist in supervision of educational visits, in conjunction with the teacher/line manager.
  3. 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 with appropriate training as necessary).

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.

2.7 To provide paediatric first aid support and assistance for pupils

**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 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.

**This post is subject to an enhanced DBS disclosure, a check the Children’s Barred List and Disqualification under the Childcare Act 2006.**

**Responsible To**: Principal

**Responsible for:** None

*This job description is not an exhaustive document. It reflects the duties and responsibilities applicable at the time of issue. Details and emphasis are subject to amendment and revision in the light of the changing needs of South Pennine Academies Trust.*

**PERSON / EMPLOYEE SPECIFICATION**

**POST TITLE: Educational Teaching Assistant GRADE: 6**

**E = Essential**

**D = Desirable**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **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 an EYFS/KS1/KS2 setting  Experience of working with children with complex and additional needs | Application Form/  Selection Process    Application Form/  Selection Process  “  “ | E      D  E  D |
| 2. | **EDUCATION AND**  **TRAINING**  **ATTAINMENTS** | 2.1      2.2      2.3      2.4  2.5 | 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  First aid Qualification or willingness to undertake first aid training | Application Form/  Selection Process    Application Form/  Certificates    Application Form/  Certificates    Application Form/  Selection Process  Application Form/  Certificates | E      D      E      E  E |
| 3. | **GENERAL AND**  **SPECIAL**  **KNOWLEDGE** | 3.1    3.2    3.3 | Understanding of Early Years Foundation Stage curriculum and other basic learning programmes / strategies    Understanding of Child Development and Learning    Understanding and commitment to Equality and Diversity and how this relates to the duties of the post | Selection Process      Selection Process    Selection Process | E      E    E |
|  | **ATTRIBUTES** |  | **RELEVANT CRITERIA** | **HOW IDENTIFIED** | **RANK** |
| 4. | **SKILLS AND ABILITIES** | 4.1  4.2    4.3  4.4  4.5  4.6  4.7  4.8 | Ability to work with young children with complex needs.  Effective use of ICT to support learning  Ability to assist the teacher in planning and adapting class activities suitable for a child with additional needs.  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  Selection Process  Application Form/  Selection Process  Selection Process  Application Form/  Selection Process  Application Form/  Selection Process  Application Form/  Selection Process  Application Form/  Selection Process | E  D  E  E  E  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.  **This post will be subject to an enhanced disclosure from the DBS, a check under the Children’s Barred List and Disqualification under the Childcare Act 2006** | Selection Process  Selection Process  Application Form/  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.