



# Appointment Information Pack



<b>Vacancy</b>	Senior Teaching Assistant
<b>Location</b>	Old Trafford Community Academy
<b>Start date</b>	24 <sup>th</sup> February 2025
<b>Closing date&amp; time Interview &amp; Assessment</b>	<input type="checkbox"/> Closing date for applications 20 <sup>th</sup> January 2025 at 12:00noon. <input type="checkbox"/> Interviews week commencing 3 <sup>rd</sup> February 2025
<b>Salary</b>	NJC SCP 14-18

<b>Return application to</b>	All applications are to be submitted via the My New Term portal
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## Welcome from the Academy Headteacher

Thank you for expressing an interest in the position of Senior Teaching Assistant at Old Trafford Community Academy.

This is an exciting opportunity for a someone with an keen eye for detail who clearly understand the need for high standards and ensuring our school is well presented to the whole school and community. Joining the team at OTCA you will become part of an established and successful primary academy, which is proud to be part of Focus Trust.

To succeed in this role you will need to be flexible in your approach to work, be able to work as part of a team as well and have excellent standards and expectations of what our school should look like

Old Trafford Community Academy is committed to safeguarding children, and this commitment is reflected in our recruitment processes.

Please return your application as soon as possible, and by 12 noon on 20<sup>th</sup> January 2025 . All applications should be completed on the My New Term Portal. We intend to hold interviews week commencing 3<sup>rd</sup> February 2025.

I look forward to receiving your application.

Nicole Davenport  
Headteacher



# Welcome from David Roberts, Chair of Governors

Dear applicant,

Thank you for taking the time to consider applying for the role of Senior Teaching Assistant at Old Trafford Community Academy. As Chair of the Governing Board, I would like to take this opportunity to tell you a little bit about the context of our school.

We are located in Trafford close to its border with Manchester and its city centre, and have over almost 400 children on roll. Our diversity is a real celebration as our children and families come from a wide range of backgrounds.

We converted to an academy on 1st April 2014. We value the highly skilled professional support and challenge that Focus-Trust provides. At the same time, we have maintained our place in the Trafford family of schools playing a full role in the Stretford and Old Trafford cluster of primary schools. It is a feature of the educational dynamic in the area that Trafford has retained selection to grammar schools within its authority boundary.

Our children and our families are at the very heart of all that we do and the partnership with parents and the commitment of our staff, really allows our children to achieve well and become lifelong learners. The high quality of relationships that we develop with children, parents and colleagues allows everyone to feel a sense of community and belonging.

When you visit us, you will find children who are happy to be in school. We have a reputation for being friendly and welcoming with an exceptionally hardworking team of staff. Our recent Ofsted inspection recognised the progress we have made and confirmed we are working on the key areas for improvement. The full Ofsted report can be found on the school website.

I hope I have given you a flavour of Old Trafford Community Academy. We have every confidence that we will successfully recruit a class teacher who would like to become a valued part of our school community and who will help us to continue to provide the best possible education for the benefit of our pupils, their families and the community in which they live.



## Academy details

<b>Academy</b>	Old Trafford Community Academy
<b>Address</b>	Malvern St, Old Trafford, Manchester M15 4FL
<b>Telephone</b>	0161 912 4875

<b>Email</b>	<a href="mailto:n.davenport@focus-trust.co.uk">n.davenport@focus-trust.co.uk</a>
<b>Website</b>	<a href="http://www.oldtraffordcommunityacademy.co.uk">www.oldtraffordcommunityacademy.co.uk</a>

### Job Description

<b>Academy/School</b>	Old Trafford Community Academy
<b>Job Family</b>	<b>Teaching Support</b>
<b>Job Title</b>	Senior Teaching Assistant
<b>Grade</b>	FT Grade 4 – SCP 14-18
<b>Accountable to</b>	Headteacher
<b>Line manager</b>	Deputy Headteachers

#### Purpose of the role

To work under the guidance of designated teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task, responding to questions and generally assisting pupils to undertake set activities.

#### Main Duties:

#### Support for Pupils

Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations.

- Promote inclusion and acceptance of all pupils in the classroom by encouraging them to interact with each other and to engage in activities led by the teacher
- Supervise, assist and support pupils, including those with special needs and in any key stage to access learning activities, through your knowledge of the national curriculum and of how pupils learn e.g. literacy, numeracy, KS1 or KS 2 or early years.
- Adjusting activities according to pupil responses and needs, including for those with special educational needs.
- Supporting and implementing pupils' personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required.
- Support the effective use of ICT in learning activities and develop pupils' competence and independence in its use
- Contribute to the development and implementation of Individual Education Plans, Behaviour Plans and Health care plans.
- Promote self esteem and independence, and employ strategies to recognise and reward achievement of self-reliance and independent learning.
- Provide specific feedback in discussion with pupils on their progress and achievement, in line with school policy
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities

## Support for teachers

- Promote positive values, attitudes and good pupil behaviour. Deal promptly with conflicts and incidents whilst encouraging pupils to take responsibility for their own behaviour, in line with established school policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy
- Liaise sensitively and effectively with parents and carers as agreed with the teacher within your role/responsibilities and participate in feedback sessions/ meetings with parents under direction from a teacher
- Work with the teacher to plan and implement lessons/activities, contributing to evaluating and adjusting lesson work / plans according to pupils' learning styles and individual needs and to meet pre-determined learning objectives.
- Contribute to the setting up and on-going delivery of local and national learning strategies, e.g. literacy, numeracy, KS1 & KS2, early years as is required at any one time to meet the needs of the child and the overall school effectively utilising all alternative opportunities to support extended development of pupils' skills
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives. Provide objective and accurate feedback and reports as required on pupil achievement, progress, and other matters, ensuring availability of appropriate evidence.
- Undertake routine marking of pupils' work and accurately record achievement/progress using an explicit mark scheme that does not require interpretation. Invigilate tests and examinations as required
- Be responsible for keeping and updating records in a format agreed with the teacher, contributing to reviews / systems of records and systems as necessary
- Collate pupil reports in liaison with the teacher, inputting data as required.
- Create and maintain an appropriate learning environment in liaison with the teacher.
- Assist with the display of pupils' work.
- Determine the need for, prepare and maintain general and specialist equipment and resources required to meet the needs of the child and assist pupils in their use
- Provide clerical support and basic administrative support for teachers, e.g. photocopying, filing, record-keeping, collecting money, checking of deliveries and placing goods in stock and. maintaining records of stock; administering coursework, production of work sheets for agreed activities
- To attend team/staff meetings as required

## Support for the School

- To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support the achievement and progress of pupils.
- Assist with activities outside the classroom, working as part of a team to supervise pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons. (If this is an agreed part of the working pattern)
- 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 a teacher
- Act as cover, supervising whole classes occasionally, during short-term unforeseen absence of teachers. Maintain good order and keep pupils on task. Respond to pupils' questions and generally assist pupils to undertake set activities.
- To be flexible to the ever changing needs of the children and the school and work across all key stages as required.

## Fulfill wider professional responsibilities

Make a positive contribution to the wider life and ethos of the School and the Trust.

Develop effective professional relationships with governors, colleagues, families knowing how and when to draw on advice and specialist support.

To be willing and able to be part of a team of first aiders/fire wardens as may be required.

Communicate effectively with pupils, school staff and visitors.

- To participate in training and other learning activities and performance development as required.
- To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

**Personal and professional conduct**

All Focus Trust staff are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a career with the Trust.

All Staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the School, by:

- treating governors, pupils, staff, parents and visitors with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to an adult working in an School environment;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs; and
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

All staff working in the Focus-Trust must have proper and professional regard for the ethos, policies and practices of the School and the Trust, and maintain high standards in their own attendance and punctuality.

All staff must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities; and within the policies, handbooks and guidelines of the School and of the Focus-Trust.

**General**

The post holder will:

- Be expected to actively support the work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal/Headteacher or their representative.
- Respect confidentiality of staff, pupils, families and visitors and not breach this trust. Any breaches of confidentiality must be reported to the Principal/Headteacher immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Comply with and support all policies related to equal opportunities, child protection and safeguarding of children and colleagues.

This job description is neither exhaustive nor exclusive, and it may, after consultation with the post holder be subject to modification and amendment in accordance with Trust's procedures.

Signed ..... Post holder

Signed ..... Line manager

Dated .....

**Senior Teaching Assistant**

**Person specification**

<b>Knowledge, Experience and Skills</b>		
	Essential/ Desirable	How identified
<b>Experience</b>		
Experience of using computer packages for word processing, spreadsheets, databases and researching information	E	App/SP
Experience of team working to work effectively with others and meet deadlines and goals	E	App/SP
Experience in using and maintaining accurate and quality electronic and paper-based systems	E	App/SP
Experience of working with young people with different abilities in a classroom/school environment or similar setting	E	App/SP
Experience of contributing to reports on pupils' achievement and progress in a timely manner.	D	App/SP
Experience of working with learning resources and helping with their preparation to support learning programmes	E	App/SP
<b>Skills and abilities</b>		
Communication skills to liaise sensitively and effectively with parents and carers	E	App/SP
Ability to relate well to children and adults	E	App/SP
Effective organisational skills and ability to work to deadlines	E	App/SP
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these	E	App/SP
Interpersonal and communication skills to build and maintain successful relationships with colleagues and pupils, treat them consistently with respect and consideration	E	App/SP

To demonstrate and promote the positive value, attitudes and behaviour you expect from pupils with whom you work	E	App/SP
Able to work within recognised procedures and use own initiative to respond to problems and make appropriate decisions.	E	App/SP
Ability to interpret information and solve varied problems and develop plans in order to meet the needs of the children	E	App/SP
Understand and recognise the importance of ensuring a secure and safe environment for children and young people in which to learn and develop	E	App/SP
Able to continually improve own practice/knowledge through self evaluation and learning from others	E	App/SP
Creative skills to contribute to and adapt learning activities relating to the National Curriculum and other learning objectives	E	App/SP
Able to understand and assess the needs of children and implement appropriate care plans and learning strategies	E	App/SP
<b>Knowledge</b>		
Understanding of the relevant policies/codes of practice and awareness of relevant legislation in the context of your role in order to support and promote the welfare of pupils.	E	
General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies	E	App/SP
Understanding of equal opportunities, inclusion and an awareness of potential barriers children may have around learning	E	App/SP
Understanding of the principles of child development and learning processes.	E	App/SP
<b>Child protection</b>		
Understands why safeguarding is important when working with children.	E	App/SP



Ability to deal with sensitive issues in a supportive and effective manner with confidentiality and data protection principles in mind	E	App/SP
<b>Qualifications and training</b>		
Willingness to gain a paediatric first aid certificate (as required)	E	App
Literacy and Numeracy skills equivalent to Level 2 of the National Qualification & Credit Framework	E	App
NVQ 3 for Teaching Assistants or equivalent qualification or experience	E	App
Training in relevant learning strategies e.g. special needs, behaviour management skills, literacy, specific key stage, subject specific, a particular curriculum or learning area, e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc	E	App
Completion of Department for Education Teacher Assistant Induction Programme as required.	E	App
<b>Personal qualities and attributes</b>		
Moral purpose (Equality, children and adults treated with respect)	E	SP/Ref
Child centered	E	SP/Ref
Good communicator	E	SP/Ref
Integrity – Responsible adult role model and being a positive influence	E	SP/Ref
Self-motivated and able to motivate others	E	SP/Ref
Enjoys challenge	E	SP/Ref
Works to deadlines, with accuracy and attention to detail	E	SP/Ref
Enthusiastic and optimistic	E	SP/Ref
Self-awareness, knowledge of strengths and limitations	E	SP/Ref
Able to remain calm and focused in a busy	E	SP/Ref

and demanding environment		
To be flexible and adaptable to the ever-changing needs of the school	E	SP/Ref
Reliable and understand the importance of good attendance	E	SP/Ref

## About our Academy

### Academy vision

Old Trafford Community Academy is a very special place. We have a wonderfully diverse school community, with an equally diverse range of strengths and needs. We are ambitious for all our children and committed to going the extra mile to remove barriers to learning. We aim to be a community school in the widest sense of the word, supporting children within the context of their family and their wider communities.

### Our pupils

Our pupils are the best advertisement for our academy! They come from a diverse range of backgrounds, and work and play well together. The proportion of children eligible for pupil premium is well above average. The majority of children speak English as an additional language.

### Our staff

We have a large and talented staff team. We believe that our children and their families need the very best staff to support them. We are therefore committed to supporting ongoing staff professional development. All new staff will be offered training and support, through an agreed induction programme.

### Our geographical area

Old Trafford Community Academy is an inner-city primary academy serving a multi-cultural area. We are situated in a pocket of high deprivation within Trafford, close to Manchester city centre.

### Our facilities

We occupy a modern building, with good outdoor facilities. We are lucky to have facilities for a range of extended services to support children and their families.

## **Our school organisation**

We are a two-form entry school. Year groups plan together, and support each other in delivering the whole curriculum. The academy leadership team consists of Headteacher, Deputy Headteachers, Assistant Headteachers and the Business Manager.

## **Our curriculum**

Our curriculum is led by our Deputy Headteacher, supported by our Leading Teachers. We use Focus English and Power Maths to support our teaching. Much of our learning is through our termly academy-wide topics. We are supported by specialist teachers and coaches in music and PE/sports. Our curriculum is designed to support our Big Three, which we believe are essential for all children: good communication skills; physical health and well-being; and emotional health and well-being.

## **Our extended services**

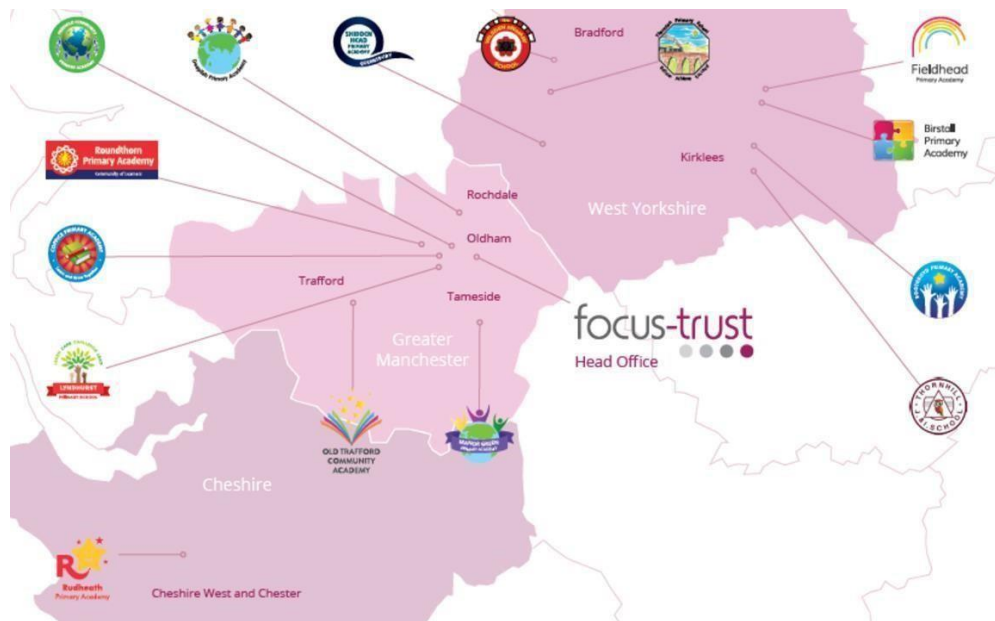
We have a wide range of extended services to support children and their families. This includes universal services for the whole community, alongside more targeted support where needed. For example, we employ extended support workers and an independent social worker to help us provide early intervention to support our most vulnerable children and families.

## **School Quick Facts**

<b>Type of school</b>	Primary
<b>Age range</b>	4-11
<b>Location/LA</b>	Trafford
<b>Number of children</b>	390
<b>Number of teaching staff</b>	18
<b>Number of support staff</b>	14
<b>% FSM</b>	44.9%
<b>% SEN</b>	20.9%
<b>% EAL</b>	72.6 %

## Background to the Trust

Focus-Trust was incorporated in May 2012 as a primary trust. The Trust has links with the sponsor, Focus Education, but is an entirely separate legal entity. As with all academy trusts, the Trust is a company limited by guarantee and an exempt charity. The Trust's offices are situated in a newly converted historic mill conversion in Chadderton, Oldham with excellent motorway networks to access our schools.



The defining feature of Focus-Trust is that it is a specialist primary phase trust. This means that the work of the Trust is driven by the distinctive needs of primary schools. Whilst the Trust has robust systems for accountability, each school has their own distinctive identity, ethos and culture, and this is a commitment to every school when they convert and join the Trust.

Focus-Trust currently has a small centrally employed team. The members of the team are highly skilled and committed to the vision, culture and values of the Trust.

All the schools within the Trust are willing partners who have actively chosen to join Focus-Trust and there is a very high degree of consensus, cooperation and commitment from within the group.

The Trust has robust policies and systems in place to govern and guide its work. These have been gradually implemented as the Trust has grown. The Trust has well-established productive relationships with trade unions and meets half termly with a group of national trade union representatives to discuss policy development. This has enabled us to introduce and change a range of policies in a streamlined and cooperative way.

### Vision

'Great schools at the heart of our communities' - with our Community Champions and colleagues, we strive to ensure we are being civic leaders making a difference in the local and national communities and the community is supporting us.

### Commitment

'Learning together, making the difference'

### **Collective Efficacy**

We have a well-developed and securely embedded culture of Collective Efficacy. By this we mean we have, 'A shared commitment to work together on the things that matter to improve outcomes for all.'

### **The Focus-Trust Values**

Professional honesty is at the heart of everything we do. The Trust knows the schools well because of the strong working partnership between academy leaders and the Trust Central Team. It is only by being honest and transparent with a balance of credible challenge and effective support, that we can move forward and get the best for all children and staff. Our work is underpinned by our values:

**Care** for children, adults and the learning environment

**Dare** to do things differently and have a go

Be **fair**, honest and inclusive – demonstrating integrity

**Share** expertise and best practice for the benefit of all learners

### **What you might want to know about Focus Trust**

#### **Pensions**

Focus-Trust contributes to Teachers' Pensions and Local Government pensions in the same way and with the same level of contribution as local authorities.

#### **Continuous service**

Focus-Trust recognises continuous service (as detailed within contracts of employments)

#### **Employer Relations**

Focus-Trust has a Trade Union agreement which recognises the teacher and support staff unions. This is further supported by an ongoing and productive relationship with key trade union officials.

#### **Equality of opportunity**

Focus-Trust is an equal opportunity employer, dedicated to a policy of non-discrimination in employment on any basis including age, gender, race, colour, nationality, ethnic origin, disability, gender, religion, age, marital status, sexual orientation and/or medical condition.

#### **Safeguarding**

Focus-Trust is committed to safeguarding and promoting the welfare of all children and young people. There is an explicit expectation that all employees share this commitment and adhere to all safeguarding policies and procedures. Applicants should be aware that the recruitment process will include an assessment of your suitability to work with children.

#### **Dress code**

We expect all colleagues to dress professionally and appropriately for the roles undertaken. We pride ourselves on the high standards of dress of both our pupils and staff; these standards are led by our colleagues who we expect to set an example.

#### **Policies**

Focus-Trust and the schools have a range of policies and handbooks that help to make clear our expectations and ways of working. These are always shared openly with staff and are accessible to everyone. There are several policies that prospective employees should be aware

of when making an application. These can be found on the Trust website [www.focus-trust.co.uk](http://www.focus-trust.co.uk) and school websites. All members of staff will be asked to sign a declaration as part of the induction process to acknowledge that they have read and understand the Code of Conduct and some of the key policies, e.g. Safeguarding and Child Protection, Health and Safety, Acceptable use of IT.

### **Right to work in the UK**

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### **Validation of qualifications and identity**

All shortlisted candidates will be asked to bring original certificates or relevant qualifications and identity documents to interview. These will be photocopied and kept on file and, if appropriate, may be confirmed as genuine with the relevant awarding bodies. The copies of the successful candidate will be retained on their personnel file. The copies of unsuccessful candidates will be treated as confidential waste and disposed of appropriately.

### **References and Social Media Checks**

If you are shortlisted, we will take up references before the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we can confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children. Copies of references or open references will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

In line with our safer recruitment policy, on line presence checks will be undertaken if you are shortlisted. This check is designed to complement the range of standard recruitment checks and allows us to identify a candidate's online presence which potentially could damage the organisation's reputation.

### **Knowledge and skills profile**

This is an important part of your application and is your opportunity to explain how you meet the person specification for the post. You should demonstrate your skills, knowledge and experience and give short examples. Describe how you match the requirement of the job; include experience gained from previous jobs, community or voluntary work. Ensure that the information you give is well organised, relevant and brief. You may find it helpful to use subheadings in order to keep your statement well focused. If you do not submit this profile, you will not be considered for short listing.

### **Disability**

To comply with the Equality Act 2010, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact Natalie Harris if you need to discuss this in any detail. We will consider any reasonable adjustment under the terms of the Act to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

**Disclosure of a criminal record**

Employment in this role is subject to an enhanced check with the Disclosure and Barring Service (DBS). Checks will also be made against the lists showing people barred from working with children. All checks must be satisfactory before any offer of employment can be confirmed and before commencement of work can take place.

**Thank you for taking the time to read this information pack.**

**We wish you every success in any application you may make.**