



OLD TRAFFORD  
COMMUNITY  
ACADEMY

focus-trust  
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# Appointment Information Pack



<b>Vacancy</b>	Teaching Assistant
<b>Location</b>	Old Trafford Community Academy
<b>Start date</b>	24 <sup>th</sup> February 2025 – or earlier if possible
<b>Closing date&amp; time Interview &amp; Assessment</b>	<ul style="list-style-type: none"><li>• Closing date for applications 20<sup>th</sup> January 2025</li><li>• Interviews w/c 3<sup>rd</sup> February 2025</li></ul>
<b>Salary</b>	FT Grade 4 – SCP 9-13

<b>Return application to</b>	Nicole Davenport, Headteacher: Old Trafford Community Academy Malvern Street, Old Trafford, Stretford M15 4FL
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**Welcome from the Academy Headteacher**

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

This is an exciting opportunity for a talented Teaching Assistant to join the OTCA team at our established and successful primary academy, which is proud to be part of Focus Trust.

This role is suited to an enthusiastic, innovative and inspirational Teaching Assistant.

To succeed in this role you will need to be a committed practitioner, have excellent interpersonal skills. 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 in the 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 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</b>	Old Trafford Community Academy
<b>Job title</b>	Teaching Assistant
<b>Grade</b>	
<b>Accountable</b>	Principal
<b>Line manager</b>	Class teacher / teachers, or Inclusion Manager, or SLT.

## Purpose of the role

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher/s in the management of pupils and the classroom.

## Main Duties

## Support for Pupils

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

- Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, 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.
- The role may include 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.](#)
- Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher.
- Promote self-esteem and independence amongst pupils.
- Support the implementation of Individual Education Plans and Behaviour Plans
- Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy.

### **Support for teachers**

- Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies.
- Establish constructive relationships with parents and carers, promoting the School's home/school liaison policy
- Assist the teacher with the preparation of teaching and learning materials and resources.
- Provide detailed feedback to teachers on pupils' achievement, progress, problems etc. as requested.
- Undertake pupil record keeping as requested and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting.
- Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with the display of pupils' work.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use.
- Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required
- Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities

### **Support for school**

- To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team
- Assist with activities outside the classroom, working as part of a team to oversee 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

### **Fulfill wider professional responsibilities**

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

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

Liaise with external agencies with regard to pupil progress, safety and welfare.

Work with other staff across the Trust and in other maintained schools or other academies.

Communicate effectively with parents with regard to pupils' achievements and well-being.

- To attend relevant meetings as required.
- 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**

A Teaching Assistant is 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 Teaching Assistant's career.

Teaching Assistants uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside the Academy, by:

treating 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 Academy 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.

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

Professionals 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 Academy and of the Focus-Trust.

### **General**

The post holder will:

- Be expected to actively support work and ethos of the Focus-Trust.
- Be expected to undertake such additional duties as may reasonably be requested by the Principal 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 immediately.
- Participate in arrangements for appraisal and in the identification of areas in which s/he would benefit from training and undergo such training.
- Proactively keep abreast of developments in relation to the post, and whenever possible and appropriate, attend professional development opportunities.
- 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 the needs of the academy.

Signed .....

Post holder

Signed .....

Principal/Line manager

Dated .....

**Person Specification for Teaching Assistant Level 1**

Essential Criteria	How Identified	Desirable Criteria	How Identified
<b>Skills:</b> Interpersonal skills to build effective working relationships with pupils and colleagues	Application form and selection process.		Provide evidence by producing certificate.
Communication skills to liaise sensitively and effectively with parents and carers	Application form and selection process.		

Working with or caring for children of a relevant age to those in the school	Application form and selection process.		
Experience of working with learning resources and helping with their preparation to support learning programmes			
Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation			
Able to promote a positive ethos and good role model			
Able to continually improve own practice/knowledge through self evaluation and learning from others			
Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these			
<b>Knowledge and Understanding</b>			
Basic understanding of a child's development and learning.	Application form and selection process.	Appropriate knowledge of first aid.	Application form
Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role	Application form and selection process.	To be aware of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection.	Application form and selection process.
General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies			
Understanding of equal opportunities and an awareness of potential barriers children may have around learning			



**Qualifications / Training**

NVQ 2 for Teaching Assistants or equivalent qualification or experience

Application form and selection process.

GCSE Maths and / or English grades D-G  
CSE Level 2

Application form and certificate.

Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework

Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term)

Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3

Pediatric First Aid certificate (where appropriate)

Other conditions

Enhanced CRB Disclosure clearance

Job evaluation	Date evaluation	Focus Trust score	FT grade agreed

**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**

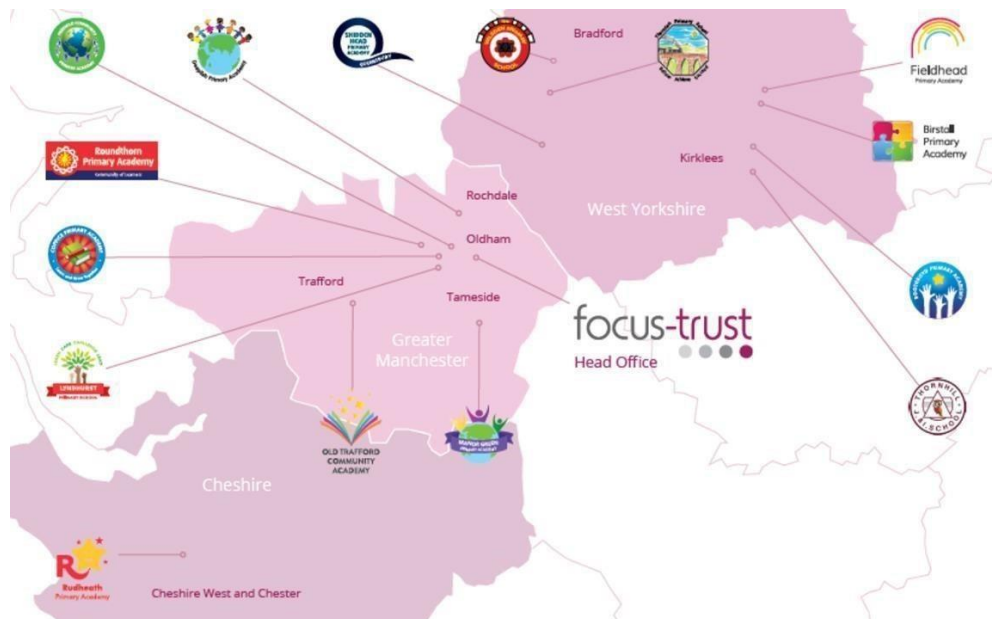
We have a wide range of extended services to support children and their families. This includes universal services for the whole community, alongside more targeted support where needed. For example, we employ extended support workers and an independent social worker to help us provide early intervention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

## School Quick Facts

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

Please return all completed documents to [n.davenport@focus-trust.co.uk](mailto:n.davenport@focus-trust.co.uk) (Headteacher) by 4<sup>th</sup> December at noon.

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

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