



Washington
Academy

BUILD YOUR DREAM CAREER

Join our Team!



RECRUITMENT PACK

Teaching Assistant

Washington Academy, Sunderland

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity. We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.



Dear Candidate,

Thank you for expressing your interest in working at Washington Academy. Washington is proud to be part of the Consilium Academies, read on to find out more about trust. Once you have read this application pack, if you would like to visit us, please get in touch.

As our school continues to grow, we have a clear aim. That aim is to ensure our students have access to a dynamic and progressive learning environment. Our exemplary standards of behaviour and respect makes this possible.

Washington is an inclusive school and we are all committed to the following aims:

- Providing students with an exciting, engaging, and rich education;
- Recognising and celebrating the unique nature of every child in our community;
- Celebrating the successes of our Academy and our community to the full

We are seeking to appoint a candidate who shares our commitment to inclusivity and can ensure that all of our students can excel. We want someone who will ensure our students leave Washington Academy with an education that allows them to progress onto the next stage of their journey when they leave us and that they also have the skills needed for daily life.

We are looking for candidates who share our commitment to inclusive education and who would contribute to the genuine warmth of our school. We can offer robust career development opportunities. This includes unrivalled CPD delivered by lead educationalists live from our trust's centre for professional development.

The right candidate will be qualified, creative and vibrant. They will be fully committed to our aims. Moreover, they will be personable and therefore will contribute positively to the welcoming environment we are so proud that Washington has.

I cannot think of a better time to join our team.

I look forward to receiving your application.

Vicky Carter
Head Teacher

ABOUT THE SCHOOL



Washington Academy offers excellent learning experiences to all its students through a very diverse curriculum which caters for the needs of all. The academy opened new state of the art buildings in 2009 and endeavours to ensure all our young people enjoy their lessons in an inspiring learning environment.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Washington Academy is fully committed to each individual in our academy, recognising their uniqueness and individual potential. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Our very strong links with partner primary schools ensures smooth transition from primary to secondary school, allowing a strategic approach to raising aspirations and generating further success.

Washington Academy is a place where all members of its community feel welcome, safe and experience a sense of belonging. We believe that only where this exists can learning and personal development progress successfully. Washington Academy is seeking to develop the whole person.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equality with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equality, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equality, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development. Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 34 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Vivup. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- Access to the leading salary sacrifice car and home electronics lease scheme, exclusive to public sector employees
- An excellent CPD offer for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspiration

ABOUT THE ROLE



JOB TITLE:	Teaching Assistant
START DATE:	February 2025
HOURS:	32.5 hours per week, Term Time only
CONTRACT:	FTC until 31/08/25
SALARY:	Grade 4 Point 6 – Point 8 - Actual Point 6 £ 19,936.54 – Point 8 £20,577

Join us as a Teaching Assistant at Consilium Academies, where a strong sense of collaboration, honesty, and a commitment to excellence and equity with integrity underpin everything we do.

Are you passionate, driven, and committed to delivering exceptional support? This is your chance to be part of an enthusiastic team at Consilium Academies, where we strive to provide the highest quality education for our students.

We are seeking a dedicated, experienced, and approachable Teaching Assistant to join our team.

To work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

Begin your journey with a team dedicated to empowering every student to achieve their full potential. If you share our values and have the vision and ambition to drive excellence, we want to hear from you.

The successful candidate will present the best possible example of professional standards to colleagues.

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

The closing date for applications is Thursday 23rd January 2025
Interviews will take place to be confirmed.

We look forward to welcoming a new team member who shares our commitment to excellence in education!

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

In accordance with our statutory obligations under Keeping Children Safe in Education Consilium Academies is required to conduct an online search as part of our due diligence on shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which Consilium Academies might want to explore with you. Further information on online searches can be found in paragraph 221 of Keeping Children Safe in Education.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

Please note: If you have not been contacted within one week of the closing date, please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.



JOB DESCRIPTION

JOB TITLE:	Teaching Assistant
REPORTS TO:	Operations Manager
BASED AT:	Washington Academy
GRADE:	Grade 4
MAIN PURPOSE OF THE ROLE	
To work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.	
CORE RESPONSIBILITIES & TASKS	
<u>Support for the Pupils</u>	
<ul style="list-style-type: none"> • Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement. • Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities. • Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes. • Establish constructive relationships with pupils and interact with them according to individual needs. • Promote inclusion and acceptance of all pupils. • Encourage pupils to interact with others and engage in activities led by the teacher. • Set challenging and demanding expectations and promote self-esteem and independence. • Provide feedback to pupils in relation to progress and achievements under guidance of the teacher. • Support for the Curriculum. • Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses. • Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher. • Support the use of ICT in learning activities and develop pupil's competence and independence in use. • Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use. 	
<u>Support for Teachers</u>	
<ul style="list-style-type: none"> • Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. • Assist with planning of learning activities and support pupils to achieve learning goals. • Monitor the response of pupils to learning activities and record achievements/progress as directed. • Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use. • Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc. • Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour. • Undertake routing marking of pupils' work. • Establish constructive relationships with parents/carers. • To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives. • Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs. • Administer routine tests and invigilate exams, and accurately record achievement and progress. 	

General Tasks

- 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.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
 - To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
 - To plan, monitor and review health and safety within areas of personal control
 - To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION

Qualifications and CPD	Essential	Desirable
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	X	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		X
Experience, Knowledge and Skills	Essential	Desirable
Experience of working with children of relevant age.	X	
Experience of working with pupils with additional needs.		X
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	X	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		X
Ability to relate well to children and adults.	X	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	X	
Working knowledge of national curriculum and other relevant learning programmes.	X	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	X	
Ability to plan effective actions for pupils at risk of underachieving.	X	
Full understanding of the range of support services/providers.		X
Knowledge and understanding of autism and the impact that this has on learning	X	
Ability to support students with autism on a 1:1 and small group basis	X	
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
Personal Attributes	Essential	Desirable
Ability to relate well to children and adults.	X	
Ability to self-evaluate learning needs and actively seek learning opportunities.	X	
English Fluency		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X