Teaching Assistant
Maternity Cover
Application Pack
Teaching Assistant
Maternity Cover
Salary: £15,600 pro rata (actual salary £12,508 per annum)
37.5 hours per week, 36.4 weeks per year
Starting January 2020

We are seeking an experienced Teaching Assistant to join our committed team of support staff, on a fixed-term basis to cover a period of Maternity leave, for up to a year. You will help drive attainment and contribute towards building a positive and creative learning environment. You will be working with small groups of students and individuals who may have learning, behavioural, physical or emotional difficulties.

The successful candidate will:
• Have an understanding of the SEN Code of Practice, and inclusive practice within a school setting;
• Demonstrate a knowledge of the variety of barriers to learning that students face;
• Preferably have experience in a secondary school with excellent numeracy and literacy skills;
• Be able to establish positive and respectful relationships with students;
• Be an effective team player with high standards of integrity and approachability.

We will offer you:
• An atmosphere of mutual support and cooperation, where you will have access to promotion opportunities and superb professional development across all three free schools;
• A happy and supportive work environment, with high expectations of staff and students and a competitive salary based on skills and experience.

For more information about the school and to download an application pack, please visit: https://www.seckfordeducation.org.uk/jobs/

Please return your completed application form and a formal letter of application to hr@seckford-foundation.org.uk, or by post to HR Department, Marryott House, Burkitt Road, Woodbridge, Suffolk IP12 4JJ.

Closing date for applications: 9am on Monday 11 November 2019

We reserve the right to appoint prior to the closing date, so please submit your application early to avoid disappointment.

The Seckford Education Trust is committed to safeguarding and promoting the welfare of children and young people and successful candidates will be subject to an enhanced check from the Disclosure and Barring Service (DBS).
Welcome from the Headteacher

I am delighted to have been given the fantastic opportunity to lead both SET Saxmundham and SET Beccles School from April 2018.

Beccles is a high performing school in the Beccles and Bungay area. We believe that our young people are capable of truly fantastic things and we expect them to strive to achieve their very best whilst studying with us.

Working with parents, carers and the local community, we look to provide a range of opportunities for our students to enjoy their learning and excel.

Our students tell us that they value the way lessons are delivered at Beccles and the strong relationships that exist in school between students and staff. This is only possible because of our small size.

We offer a traditional curriculum that enables our students to flourish academically and lay the foundations for their successful progression into post-16 learning. Our strong pastoral support system and wide range of enrichment activities help our students to develop and contribute positively to the local community.

As an inclusive school we celebrate the successes of all our students together as a community and we have aspirations that everyone will make progress over and above the national average. Full details on our curriculum and enrichment activities are available on our website.

At the heart of our success will be a strong and positive partnership between parents/carers, students, teachers and wider friends of the school. Our ‘6Cs to Success’ underpin how we expect every member of our school community to approach learning and behaviour. To facilitate excellent communication we encourage open dialogue between home and school. To read more about our vision and ethos, please visit http://www.becclesfreeschool.org.uk/us/vision-ethos/.

I would like to invite you to visit us and meet our students to find out more about our offering. Please contact us to arrange a visit.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

David Lees
Headteacher
The Role

Job Purpose
Providing support for students in lessons and by delivering interventions and to support teaching staff to plan and deliver lessons.

Responsibilities

Support for Students
- Work alongside teachers to establish an appropriate learning environment for all students;
- Promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with Trust policy and encourage students to take responsibility for their own behaviour in line with the 6Cs to Success;
- Use specialist (curricular / learning) skills to support students where appropriate;
- Establish productive working relationships with students, acting as a role model and setting high expectations;
- Promote the inclusion and acceptance of all students within the classroom;
- Support students consistently whilst recognising and responding to their individual needs;
- Encourage students to interact and work co-operatively with others and engage all students in activities;
- Promote independence and employ strategies to recognise and reward achievement and self-reliance;
- Implement agreed learning activities / teaching programmes, adjusting activities according to students’ responses / needs;
- Implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills;
- Support the use of ICT in learning activities and develop students’ competence and independence in its use;
- Accurately record achievement / progress and provide feedback to students in relation to progress and achievement.

Support for Teaching Staff
- Work with teaching staff in lesson planning, evaluating and adjusting lessons / work plans as appropriate;
- Provide objective and accurate feedback and reports as required, to the teacher on student achievement, progress and other matters, ensuring the availability of appropriate evidence;
- Determine the need for, prepare and maintain general and specialist equipment and resources;
- Be responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems / records as requested;
- Assist with the development and implementation of PEPs as appropriate;
- Assist teachers in monitoring and evaluating students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives;
- Liaise sensitively and effectively with parents / carers, as agreed with the teacher, within your role / responsibility and participate in feedback sessions / meetings with parents as directed;
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health and safety, information security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Undertake planned supervision of students out of school hours;
- Supervise students on visits, trips and out of school activities as required;
- Support / run / organise break and lunch duties and supervision e.g. educational games, lunchtime clubs, extra-curricular activities, homework clubs, etc.
- Provide general administrative support to teaching staff e.g. photocopying, laminating, changing displays, making worksheets, labels, signs, etc., ordering of resources and undertaking practical tasks to maintain a good standard of classroom appearance and any other learning related administrative tasks reasonably requested of you by the teaching staff.
The Role (Cont.)

General Responsibilities

*Health and safety*
You have a legal duty to take reasonable care of your own health and safety and that of others and you are expected to be familiar with, and adhere to Seckford Education Trust’s Health and Safety Policy.

*Child Protection/vulnerable adults statement*
Seckford Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. You will be expected to support this approach in the context of your role and to adhere to and ensure compliance with the Trust’s Child Protection Policy Statement at all times. If in the course of carrying out your duties you become aware of any actual or potential risks to the safety or welfare or children in the school you must report any concerns to the appropriate Safeguarding Lead or to the Headteacher.

*Brand values*
Ensure your work, communication and approach conforms to the brand values and house style of the Trust and the wider Seckford Foundation.

Keep up to date, and comply with the Trust’s Rules, Policies and Procedures at all times, as detailed on the School Intranet.
The Person

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<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
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<td></td>
<td>• Educated to GCSE level (good grades in English and Maths).</td>
<td>• Good Grades in all GCSEs taken.</td>
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<tr>
<td>Knowledge and Experience</td>
<td>• Understanding of SEN code of Practice and inclusive practice within a school setting;*</td>
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<td>• Experience of working with SEND and vulnerable students;*</td>
<td>• Experience of work in secondary school setting;</td>
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<td>• Knowledge of school curriculum and the academic expectations of year groups;*</td>
<td>• Level 2 National Qualification or equivalent experience.</td>
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<td>• Experience of working in small group and on a 1:1 with students;*</td>
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<td>• Experience of administrative and reprographic tasks.</td>
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<td>Skills and Abilities</td>
<td>• Ability to complete a range of administrative tasks;</td>
<td>• Experience of assessing the progress of students.</td>
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<td>• Excellent organisation skills;</td>
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<td>• Able to follow teachers instructions with commitment and efficiency;</td>
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<td>• Ability to promote inclusive practice across the school;</td>
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<td>• Explain tasks simply and clearly and foster independence;</td>
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<td>• Able to maintain excellent records of the impact of their work on student progress;</td>
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<td>• Ability to reflect on and develop practice.</td>
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<td>Personal Qualities</td>
<td>• Able to establish positive and respectful relationships with all students;</td>
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<td>• Consistently high expectations;</td>
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<td>• Clear commitment to the school’s inclusive ethos and 6Cs to Success code;</td>
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<td>• An effective team player but also able to think and work independently;</td>
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<td>• High standards of integrity and approachability;</td>
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<td>• Discretion;</td>
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<td>• Democratic, sensitive and display a good sense of humour;</td>
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<td>• Flexible and collaborative;</td>
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<td>• Ability to work hard with competing deadlines, prioritising appropriately and maintaining good humour.</td>
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<td>Safeguarding</td>
<td>• Evidence of a commitment to promoting the health, welfare and safeguarding of children.</td>
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Safeguarding

• Evidence of a commitment to promoting the health, welfare and safeguarding of children.
Vision
We believe in each and every young person.
We will play our part in your success in the relay of life.
So join us and take up the baton.
You might run.
You might walk.
You might stumble and fall.
Whatever you do we will empower you to enjoy running your best race.
We believe in each and every young person, providing a foundation for life, so that you will proudly pass the baton to the next generation.

Values

Striving for Excellence
Is it a Rolls Royce or the Lego car that Peter aged 3 made? A Rembrandt or Maria’s first finger painting that is now displayed on grandmother’s fridge? Is it a Gold medal at the Olympics or Jamie beating his personal best?

It’s all of these: using our talents and abilities in the best possible way; always trying to be better, guiding others to success. We know that excellence is never an accident; it is an attitude.

Collaboration
Alone we can do so little, together we can do so much.

Flowers will grow.
Bees will work.
Wind will carry.

Each works well on their own. But it’s the whole that is greater than the sum of the parts.

Together they create new crops, beautiful flowers and sweet tasting honey. But they do more than that. They sustain life.

We are like the wind, bees and flowers. We too provide the foundation for life. We create the pollination of success through the power of collaboration.

Integrity
As the sun rises I wake up and I am faced with options and my choices affect how I feel about myself at the end of the day. I strive to have strength of character to speak out for others making a decision to stand by what is right. When I know one of my colleagues has not got the confidence to speak up I will stand by their side. When I see someone in class that no-one will work with I will work with them. I will treat others fairly and with kindness even when I feel the world is against me. Every choice I make will work towards supporting and strengthening the values of our community.

As the sun sets I will know that at the end of the day I can look back proudly, knowing I have been honest and stood by my principles. I acted with integrity.
Determination
We all have dreams.
We all have goals.
Jesse Owen’s goal was to win an Olympic gold medal.
Imagine a divided America, where challenges and barriers were common place.
This is where Jesse Owens began to work towards his goal.
He was not allowed to travel on the bus alongside his white team mates, but yet he continued.
It was unsafe for Owens to eat in the diners, but yet he continued.
Owens carried injuries and was excluded from the team hotels, but yet he continued.
In 1936, in front of Hitler, Jesse Owens’ determination was rewarded with not one, but four Olympic gold medals.
Our strength in falling back is our strength to leap forward.

Empowering
‘Let go!’
‘…..I already have.’
I will provide my child with the tools and confidence to cycle through their journey of life, supported in facing new adventures and challenges. Not everything to be experienced comes with instructions, but with strength in failure we can grow in success.
Starting with the stabilisers, the shout ‘I can’t.’ My reply, ‘Yes you can!’ The stabilisers are removed and I steady the back of the bike running along-side. The new shout of ‘Let go!’ My response, ‘I already have.’
Apply this to our Trust; for every time a student says ‘I can’t do it’, we will reply ‘Yes, you can. You just can’t do it yet.’ Empowering them and remembering that ‘It always seems impossible until it is done.’ — Nelson Mandela.
Information For Candidates

Applications will only be accepted from candidates completing the application form in full. CV’s will not be accepted in substitution for completed application forms in the absence of good reason, although you may refer to the CV in the relevant section of the application form.

Interviews will be offered to those applicants who best demonstrate how:
• Skills, abilities and experience match the person specification for the job description, and;
• You evidence your commitment to the needs of the role and the Trust.

Closing date for applications: 9am on Monday 11 November 2019.

We reserve the right to appoint prior to the closing date so please submit your application early to avoid disappointment.

Any questions?
If you would like an informal discussion about any aspect of the role, or if you would like to arrange a visit please contact the HR Department on 01394 615167.

Applying
If you decide to apply for the position please return your completed application form (which can be found on https://www.seckfordeducation.org.uk/jobs/) and a formal letter of application by:

Email (preferable) to: hr@seckford-foundation.org.uk
Post to: HR Department, Seckford Education Trust, Marryott House, Burkitt Road, Woodbridge, Suffolk IP12 4JJ

All appointments are subject to the usual pre-employment checks to meet vetting and barring requirements. For more information about the application and vetting process please refer to the Explanatory Notes provided on the website.