



**STOUR VALE
ACADEMY
TRUST**

TEACHING ASSISTANT (LEVEL 3)

RECRUITMENT PACK

Teaching Assistant (Level 3)

32.5 hours, Term-time plus Training days

Permanent

**Grade 5 – SCP 7 – 11 £18,420 - £19,698 Actual
(pay award pending)**

We are seeking to appoint a highly motivated and committed Teaching Assistant to join Newtown Primary School.

The successful candidate will work extremely closely with the classroom teacher to accelerate the progress of pupils. It would be desirable if you have had experience of teaching small groups and/or one to one to a high standard, particularly in Writing, Maths and Grammar. Dependent on the successful candidate strengths and preferences the position could be placed between EYFS and Year 6.

Newtown Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We will carry out pre-appointment checks including DBS and will disqualify any applicant where we consider the outcomes to be unsatisfactory. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974.

We are equally committed to ensuring that no applicant will be disadvantaged or discriminated against because of their protected characteristics under the Equality Act 2010

For an informal conversation to discuss the role, please contact:

Simone Chesney-Ly
Head Teacher
Newtown Primary School
Stour Vale Academy Trust
0121 557 8504

Closing date: Wednesday 15th May at 9.30 am

Interviews: W/C 20th May TBC

About Newtown Primary School

Newtown Primary School is a one form entry school which has 220 pupils on roll. Following an inadequate Ofsted judgement in November 2017, Newtown joined Stour Vale Academy Trust as a sponsored academy in April 2020. Since then, a new senior leadership team has been appointed and their teamwork and commitment to excellence has already driven significant improvement. The whole staff team are fully engaged in Newtown's improvement journey, and it is a very exciting time to join the school. An example of this is our latest KS2 SATs results that ranked us as having the most improved test results in the entire Sandwell borough. Newtown exceeded National expectations in Writing, Spelling, Punctuation and Grammar and are broadly in line nationally in Combined (children meeting the expected standard in Reading, Writing and Maths combined).

Our vision is to provide excellent education and wonderful childhood experiences for all our children. Children and staff feel safe to learn and flourish.

Newtown serves an established community; many parents and grandparents of current pupils also attended the school. The pupils at Newtown demonstrate an eagerness to learn. They are very proud of their school and enjoy welcoming visitors. Since academisation a significant work has been undertaken to improve and update the 1970s building, and has created a pleasant, modern learning and working environment for both pupils and staff. The school office has also undergone a full refurbishment and is a central point for parents, pupils and staff. Enabling every member of the school community to achieve our school values to become successful learners, responsible citizens and resilient individuals is our mission that we are committed to.

ABOUT STOUR VALE ACADEMY TRUST

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently eight member schools, three primary, one junior and four secondaries, with a further primary school and an infant school due to join before the end of 2023.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.



OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

OUR VALUES



INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

SVAT.ORG.UK

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that **Stour Vale** member schools will **create the difference together**.



Job Description

Teaching Assistant Level 3

Grade 5

Core Purpose

To implement agreed work programmes with individuals/groups and support teaching staff in the development and education of pupils including the provision of detailed and specialist skills/knowledge in particular areas. To assist the teacher in the whole planning cycle and supervise whole classes or groups during the short-term absence of a teacher.

Main Duties and Responsibilities

Support for Pupils

- Make a substantial contribution to Individual Learning Plans and their implementation.
- Use specialist skills and training to support bilingual/multilingual pupils and help them to access the curriculum.
- Use specialist skills and training to support pupils with communication and interaction difficulties e.g. speech and language delay, dyslexia, dyspraxia etc
- Use specialist skills and training to support pupils with sensory and /or physical impairment e.g. assistance with the development of appropriate structured learning plans and the implementation of structured learning programme.
- Use specialist skills and training to support pupils with cognition and learning difficulties e.g. encouraging the pupils to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the pupil is making slow progress.
- Using specialist skills and training support the behaviour management of pupils with behavioural, emotional, and social development needs e.g. assist with the development of behaviour management strategies, monitor pupils behaviour to recognise and reward progress in behaviour management, identify and respond to uncharacteristic behaviour patterns and incidents of challenging behaviour.
- Provide feedback to pupils in relation to progress and development.
- Establish productive working relationships with pupils acting as a role model and setting high expectations.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide pastoral support to pupils.
- Receive and supervise pupils excluded from, or not otherwise working to a normal timetable.
- Develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils.

- Promote the effective transfer of pupils across phases/integration of those who have been absent.
- Liaise with feeder schools and other relevant bodies to gather pupil information.

Support for Teacher/School

- Assess the needs of pupils and contribute to the development of IEP's
- Observe and report on pupil performance.
- Take responsibility for the management of challenging pupil behaviour
- Provision of pupil information to external agencies
- Design and produce worksheets or administer coursework with minimal supervision for groups of pupils.
- Undertake more complex marking of pupils work in line with school policy.
- Undertake joint home visits as appropriate and in line with LEA policy.
- Implement and evaluate specific curriculum plans and activities for groups of pupils to meet the individual needs of those pupils.
- Contribute to curriculum planning.
- Contribute to the identification and planning of out of school learning activities beyond the school day.
- Under the guidance of a teacher, implement agreed work programmes with individuals or groups maintaining good order and keeping pupils on task.
- Provide emergency cover supervision for a group or class, under the direction and control of the Head teacher or other designated member of staff during the unplanned short-term absence of the teacher, normally for periods of up to one session, limited to no more than 2 sessions per term, unless a cover supervision allowance is payable.
- To provide specialist language support to individuals/groups where English is not the first language.
- Provide guidance and assist in the training and development of staff as appropriate.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters.
- Provide clerical/administrative support e.g. administer course work, produce worksheets for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of pupils out of school learning activities.
- Supervise pupils on visits and trips as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection. reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement.

Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Person Specification

Teaching Assistant Level 3

QUALIFICATIONS & EXPERIENCE

Relevant NVQ Level 3 in or equivalent.

Other relevant qualifications for example Level 3 Award / certificate in Supporting Teaching and Learning in Schools.

Good numeracy and literacy skills.

Completion of DfES Teacher Assistant Induction Programme.

Training and accreditation in relevant “specialist” areas beneficial to the school. E.g. a particular curriculum area or learning area e.g. science, maths, bi-lingual, SEN, behaviour.

Demonstrable experience of working with or caring with children of a relevant age.

Experience of supporting teaching staff in the development and education of pupils, including the provision of specialist skills and knowledge.

KNOWLEDGE AND SKILLS

Demonstrable experience of working with or caring with children of a relevant age.

Full working knowledge of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.

Working knowledge of national/foundation stage curriculum and other basic learning programmes/strategies.

Understanding of the principles of child development and learning processes.

Relevant knowledge of first aid.

Ability to use relevant technology e.g. computer/ keyboard/photocopier/video.

Demonstrate good numerical and verbal reasoning skills and literacy skills and have the ability to produce documentation to a high standard

Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions

PERSONAL QUALITIES

Commitment to safeguarding and promoting the welfare of children and young people.

Genuine respect for others and desire for equality of opportunity and diversity.

Ability to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.

Ability to relate well to children and adults.

Ability to self-evaluate learning needs and actively seek learning opportunities.

Have a willingness to demonstrate commitment to the values and ethos of Stour Vale Academy Trust.

Be committed to innovation, learning from research and the best current practice.



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CONTACT US

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Please visit our website: <http://www.svat.org.uk/>