

Sticklepath Community Primary Academy



Job Application Pack

Job Position: Teaching Assistant

To start: Monday 15th April 2024

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Dear Applicant,

RE: Application for teaching assistant – information for candidates

We are delighted you are considering applying for a post at our school. Recruiting new members of staff into our team is always an exciting time; the Sticklepath journey has been built around the passions of our staff and their dedication to our children and community and we know any new member of staff, whatever their experience or role, will impact with fresh ideas, energy and enthusiasm.

Sticklepath is a wonderful school with a huge sense of belonging and the children and school community are warm and welcoming. The children are taught from the very earliest age about the brainology of learning and the importance of hard work, perseverance and resilience in achieving success. We seek to empower our learners and each other to be critical, curious thinkers and our work around oracy and the dialogic classroom is making a huge difference to all our children and especially our most vulnerable. We encourage our staff to seek out the latest thinking in the field of learning and some of our most exciting initiatives have started off as informal action research in the classrooms.

The teaching assistant post advertised is as follows:

- 1 temporary post in reception - Grade C full time

This post has arisen due to the promotion of the current post holder to another position within the Trust.

Our school is on the outskirts of Barnstaple on an estate called Woodville. The catchment is very mixed including areas of social housing, old and new and private housing. There is a rapidly expanding estate called Roundswell nearby and the school has increased in size over time to a two form entry. We joined a new Multi Academy Trust in September 2018 - Tarka Learning Partnership - so there is potential for career development and professional development across a number of schools in the future including the new free school built at Roundswell which is part of the Trust and Eden Park Academy which the two co-headteachers of Sticklepath have been leading since September 2021. We currently have approximately 470 pupils on role (including our nursery) with a waiting list in many year groups.

One of the school's and the area's greatest challenges remains the low aspirations of many in the community but we are tackling this successfully in many ways; motivating and engaging our children to be aspirational for themselves is a key part of the work we do.

Some of the other strengths of the school are:-

- ✓ An ambitious and determined leadership and teaching staff, uncompromising in their commitment to every child succeeding within a rich, holistic curriculum designed around our vision for learning
- ✓ A warm, friendly staff who are committed to change and improvement and support each other wholeheartedly
- ✓ A creative and thoughtful approach to curriculum design that puts the school values at the heart of its curriculum and with a huge focus on oracy

- ✓ A long tradition of outstanding inclusion and safeguarding work with an exceptional reputation working with SEND
- ✓ A school with a passionate commitment to collaborative working and developing people supported by a Trust approach that prioritises CPD and professional learning for all staff including personalised coaching programmes, strong succession planning and unparalleled opportunities for teaching and leadership development
- ✓ Close proximity to Exmoor and the stunning beaches of North Devon
- ✓ A supportive School Academy Board and PTFA
- ✓ A network of local schools including a local secondary school as part of the Trust
- ✓ An award winning Forest Schools area (this is the jewel in our crown!) and an Artsmark school with specialist teachers in art, music and drama
- ✓ An approach to social and emotional learning based on Relational Practice and the THRIVE approach (many of us are Thrive trained)

The pressure on our school – like every other - is constant. However, we remain committed to educating the whole child and delivering rigorous teaching of the basics within a rich and dynamic curriculum.

If you feel inspired by what you have read, then we look forward to hearing from you.

Please contact the school administrator Ellen Mitchell or a member of our office team on 01271 342455 to arrange a visit or a call.

We very much look forward to meeting with you soon or speaking on the phone.
Good luck!

Best Wishes



Ms Samantha Warner
Executive Co-Headteacher



Mr Richard Blunt
Executive Co-Headteacher

Current Vacancy:

Position: Teaching assistant
Grade: Grade C SCP 5-7
Term: Temporary contract
Hours: 5 x 27.5 hours per week, 39 weeks per year (term-time + non-pupil days)
Start date: 15th April 2024
Closing: Friday 22nd March 2024
Interview: Wednesday 20th March 2024

Sticklepath Community Primary Academy is a partner school of the Tarka Learning Partnership based in North Devon.

We are looking to appoint a highly motivated Teaching Assistant to join our hardworking and dedicated classroom support team. This post is likely to be in reception. You will be required to carry out a range of teaching and learning activities including assessment and planning, preparing resources, setting up and managing the learning environment and maintaining pupil records.

We are looking for someone who:

- Is able to build strong appropriate relationships with children, parents and staff
- Has excellent communication and interpersonal skills to work well as part of a team
- Is strongly committed to improving outcomes for all children but especially the most vulnerable in our community
- Is committed to our Growth Mindset ethos and their own personal journey as a learner
- Has secure literacy and numeracy skills, ideally at GCSE Grade C or above which includes English and Maths
- Have NVQ Level 2 / 3 (depending on post) or relevant experience

Experience of Thrive, Autism and Wave 3 Reading would be beneficial but training will be provided.

We are committed to safeguarding and promoting the welfare of children and vulnerable adults, and expect all staff and volunteers to share this commitment. This appointment is subject to safer recruitment procedures, receipt of satisfactory references and an enhanced DBS with Children's barred list clearance.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

If you are interested in this vacancy please download and complete the application form and return by email to emitchell@sticklepath.org.uk



Job Description

Position Title	Teaching Assistant
Location	School
Reporting to	Team Leader
Scale Point (NJC)	Grade C 5 - 7

PURPOSE OF JOB

To work under the instruction guidance of teaching/senior staff to undertake 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 may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main Duties & Responsibilities:

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher

- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/Training	Good numeracy/literacy skills	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	Completion of DCC TA Induction Programme, or (if not completed) a requirement to do so, ideally within first 6 months of appointment	Desirable	A, I
	NVQ 2 for Teaching Assistants or equivalent qualifications/experience	Essential Desirable	A A, I
	Training in the relevant learning strategies e.g. literacy		
Experience	Working with or caring for children of relevant age, or completion of the DCC TA Access Course	Essential	A, I
Knowledge	Basic understanding of child development and learning	Essential	A, I
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A, I
	General understanding of national/foundation stage curriculum and other basic learning programmes	Desirable	A, I
Skills/Abilities	Ability to effectively use ICT to support learning, or to undertake training to do so.	Essential	A, I
	Ability to use other technology to support learning – e.g. video, photocopier etc.	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	
	Ability to relate well to children and adults	Essential	I

	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	Essential	A, I

Recruitment Process

Short-listed candidates will be invited to attend a selection process which will be held on Wednesday 20th March 2024.

All candidates must bring with them the following documents;

- Documentary evidence of the right to work in the UK
- Documentary evidence of identity that will satisfy DBS requirements such as current driving licence including a photograph and/or passport and/or full birth certificate
- Documentary proof of current name & address (i.e utility bill, financial statement etc)
- Where appropriate any documentation evidencing a change of name
- Documents confirming educational or professional qualifications that are necessary or relevant for the post

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualification **before interview**. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Offers of employment are made subject to receipt of satisfactory references, medical fit for work clearance and receipt of enhanced DBS check.