

INFORMATION FOR APPLICANTS:
TEACHING ASSISTANT LEVEL 1



WELCOME TO THE ESSA FOUNDATION ACADEMIES TRUST

We recruit people for attitude and train for skills

We aim to recruit great people. We would rather make no appointment than appoint someone who is not suited to our ethos. For this reason, we clearly articulate our vision, values and expectations when putting together information for applicants and we always give a lot of attention to appointing the right person.

We aim to recruit staff who:

- are excited by their role and by the prospect of working with young people;
- love the processes of learning and teaching and are keen to continually develop their own skills;
- will subscribe to the ethos of the Trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people;
- see break duty as an opportunity to talk to children;
- are quick to praise and slow to criticise; and
- are not afraid to admit to seeing themselves as potential leaders of the future.

We know it's a cliché, but we really do want to recruit people who will make a difference. A high proportion of our children are disadvantaged and many speak to English as an additional language; they face barriers to learning. We are therefore looking for colleagues who are on a mission – the kind of people that make others smile because of their enthusiasm; the kind of people who will get satisfaction from seeing our children learn to do things that staff in other schools might take for granted. In return you will get a lot back from our young people - they are lovely – and you will be working for a trust that will take an active interest in your development.

Finally, I am conscious that this may be your first contact with our Academy Trust and first impressions are very important. I hope what you read, coupled with anything else you discover about us, inspires you to apply for this post.

Andrew Cooper, Chief Executive



THE TRUST

The Essa Foundation Academies Trust currently sponsors two academies:

- Essa Academy, age 11-16.
- Essa Primary School, age 4-11.

Essa Primary School was inspected in October 2019 and was judged to be good in all areas with outstanding early years provision. Essa Academy was inspected in May 2018 and judged to require improvement. However, the academy has developed rapidly and was in the top 20% of schools nationally for progress in 2019.

Essa Primary (October 2019)

'This is a happy and caring school. Pupils behave well. They listen attentively during lessons and they follow teachers' instructions carefully. No time is wasted in class.'

'Pupils enjoy school. They are polite, and they respect the differences between themselves and their peers.'

'Children get off to a flying start in Reception. Teachers in the early years have created classrooms brimming with exciting learning activities.'

Inspectors also praised the leadership of the Principal and her team who they said 'have worked tirelessly to develop the school.'

Essa Academy (May 2018)

'The new Principal has provided highly effective leadership...he is very ambitious on behalf of his pupils.'

'The Principal has the full support of his senior leaders, who are equally uncompromising in their desire for pupils to have the best possible life chances.'

'Pupils are typically welcoming, polite and well-mannered.' They 'confidently shared with inspectors their understanding, appreciation and celebration of British values. Pupils respect differences and value diversity.'

Pupils also told inspectors that they feel safe and the school is 'a happy place to grow up in.'

VISION & VALUES – All Will Succeed

Our ethos is simple: we will make the most of our unique family of schools to give every child the best possible opportunity to flourish and develop into a decent, disciplined, well-educated and employable young person.

Here is what is at the heart of all we do:

Developing decent people:

Results and qualifications are important, but they are not the whole story – far from it. Our ultimate goal is to develop well-rounded young people who will make the most of the opportunities open to them in our schools. They will have resilience, zest and passion: people that employers will want to employ; people who will play a part in the communities in which they live and work; people we can be truly proud to say came through one of our schools.

Achieving full potential, no excuses:

We will do all we can to make sure every child gets the chance to reach their full potential. No child should ever get left behind; all have the capacity to learn and to achieve. We'll do this by instilling an acceptance that hard work, effort and application really does pay off. Through effort and application come self-respect, self-esteem, self-belief and success.

Discipline and standards:

It is important to us that our young people demonstrate high standards and that our schools are safe, structured places in which to learn – this will enable inspiring things to happen in the classroom. We will achieve this by expressing our high expectations regularly and frequently and by paying relentless attention to detail. We attach importance to values such as respect: for ourselves, for others, for learning and for the environment.

Great Schools for all:

We want the schools within our Academy Trust to be judged as great schools for all the young people that attend them. This means recruiting outstanding people to work in our schools and offering a curriculum that is engaging, challenging and responsive to individual needs.

Big on attitude:

We will frequently stand back and reflect on how we can do things differently and better. That doesn't mean latching on to the latest fad: it means being open-minded about trying new ideas; it means acknowledging mistakes but seeing them as an experience from which to learn; it means being aware of what happens beyond our schools so that we can predict future trends and remain in control of our destiny.

Strength in sharing:

We believe there is a strength brought about by working together within a multi-academy trust, enabling shared resources, shared knowledge, shared experience and shared success. What's great about our family of schools is that we can be with a child every step of the way, from teaching them to tie their shoe laces right through to congratulating them on their GCSE results and their future plans. That puts us in a unique position; it's also a tremendous responsibility.

Essa Foundation Academies Trust

The Essa campus is very well placed for both motorway access and public transport. M61 J4 is very close by giving access to the Greater Manchester, Lancashire and Cheshire motorway networks and is close to Bolton railway and bus station.

For more information on our family of schools please visit our website www.efatrust.org

Essa Primary School

We are proud of our pupils, and their achievements. Our key objective is to provide our children with the best opportunity to achieve their potential during their time with us as we help them to develop into independent learners who are able to actively engage and contribute to the ever-changing society and wider world.



Essa Academy

At Essa Academy we have a universal belief in our mission 'All Will Succeed', with access to outstanding resources and a strong sense of belonging, ownership and community underpinning our work. Our students and staff are amazing and reflect the ethos of the academy.



EFAT Support Services

We provide administrative and business support such as HR and Finance Support throughout the trust.

Essa Education Ltd

Essa Sports Centre is a modern, state of the art sports facility and community asset, used for a variety of academic and sporting needs, as well as events, meetings, conferences birthday parties and more.

Our facilities include a full-sized 3G pitch, multi-use sports hall, dance studio and MUGA (Multi-Use Games Area). Other facilities available for hire include theatre with stage, classrooms & communal dining area.

Essa Education Ltd is a wholly owned subsidiary of Essa Foundation Academies Trust.

THE POST

We require an enthusiastic, creative and dedicated Teaching Assistant Level 1 to join our team and support the progress of the children's learning across all areas of the curriculum.

The successful candidate will be a strong team player, able to engage effectively with children and staff, to support, nurture and track student development both educationally and personally.

The successful candidate will also have:

- ✓ Excellent communication and collaborative skills
- ✓ Able to support students with a range of complex needs
- ✓ Be flexible and easily adaptable to change
- ✓ Behaviour management awareness and able to suggest strategies
- ✓ Think outside the box
- ✓ Exposure to supporting children experiencing special educational needs and a passion to teach and watch children progress their learning and self esteem
- ✓ A level of understanding of EAL needs
- ✓ Competent level of IT skills and knowledge of Microsoft Office package
- ✓ Be willing to participate in a range of CPD offered

This role is offered on a full-time basis, working 37 hours per week on a term time plus 2 days basis. The salary is paid at Grade C, Scale Point 4 (in the range 4-6) £18,933 per annum FTE (£15,823 per annum actual)

The role is fixed term for 1 year in the first instance.

RECRUITMENT TIMETABLE

Tuesday 2 nd February 2021	Advertisement appears
Thursday 4 th February 2021	Closing date for applications (by 07:00am)
Friday 5 th February 2021	Final shortlisting and contact with candidates References will be requested at this stage
Monday 8 th February 2021	Interviews

JOB DESCRIPTION

Post:	Teaching Assistant Level 1
Grade:	C
Responsible to:	The Bridge Faculty Leader
Terms:	Term time plus 2 days, Fixed term for 1 year
Hours:	37 per week (plus parents evenings as required)

Essa Foundation Academies Trust and all its schools and academies are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment

Main Duties

Planning

Assisting teachers with differentiation and ideas for quality first teaching.

Develop and prepare resources for learning activities in class and for interventions.

Plan and deliver interventions, alongside measuring progress for the group.

Plan and deliver specialist training to teachers and other LSAs.

Create Student Support Plans in collaboration with students and their families.

Teaching and Learning

Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.

Organise and safely manage the appropriate learning environment and resources.

Promote and reinforce children's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.

Assist the class teacher in encouraging acceptance and integration of children with special needs, or from different cultures and/or with different first language.

Support the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.

Monitoring and Assessment

With teachers evaluate pupils' progress through a range of assessment activities.

Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.

Monitor pupils' participation and progress and provide constructive feedback to pupils in relation to their progress and achievement.

Assist in maintaining and analysing records of pupils' progress.

Support the teaching staff with reporting pupils' progress and achievements at parents meetings which are usually held outside school hours.

Mentoring, Supervision and Development

Offer mentoring support and guidance for older pupils undertaking work experience activities within secondary schools.

Contribute to the overall ethos, work, aims of the school by attending relevant meetings and contributing to the development of policies and procedures within the school. Also participate in staff meetings and training days/events as requested.

Behavioural and Pastoral

Understand and implement school child protection procedures and comply with legal responsibilities.

Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.

Assist teachers by receiving instructions directly from professional or specialist support staff involved in the children's education. These may include social workers, health visitors, language support staff, speech therapists, educational psychologists, and physiotherapists.

In regular contact with Key Students and their families to ensure smooth communication with home.

Other

Any other duties required by the Principal.

To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies and programmes in relation to discriminatory behaviour.

To promote the safeguarding of children

To carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.

To use information technology systems as required to carry out the duties of the post in the most efficient and effective manner

To undertake other duties appropriate to the post that may reasonably be required from time to time

Any other duties required by the class teacher, Deputy headteacher, or the headteacher, which is within the scope of this post.

Customer Care:

- To continually review, develop and improve systems, processes and services in support of the Trust's pursuit of excellence in service delivery. To recognise the value of its people as a resource.

Develop oneself and others:

- To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan.
- To be ready to share learning with others.

Valuing Diversity:

- To accept everyone has a right to his or her distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back to the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.

Generic Requirements:

- It is a requirement of all posts within the Trust that Health and Safety requirements are upheld in the performance of all duties.
- All employees of the Trust are required to uphold the Equality and Diversity Policy and the Trust's Code of Conduct.
- All staff will ensure that they are aware of and work within the requirements of all Keeping Children Safe in Education policies, seeking clarity from a member of Senior Leadership if necessary.
- All staff are expected to uphold all EFAT HR related policies.

This job description is subject to change.

Employee Name

Date

Signed.....

PERSON SPECIFICATION

Candidates will be assessed on the following:

QUALIFICATIONS

- Any specialist TA training/certificates
- Meet TA standards
- Competency in Maths and English

EXPERIENCE, KNOWLEDGE AND UNDERSTANDING

- A minimum of one years' experience of working with children (paid or voluntary)
- Relevant training in various learning strategies
- Able to understand how to effectively support students with complex needs
- Knowledge of differentiated resources to enable students to access work/progress

SKILLS AND ABILITIES

- Excellent communication skills
- Excellent interpersonal skills and use of initiative
- I.T skills to support learning and maintain records
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work constructively as part of a team.
- Ability to deal with sensitive information in a confidential manner.
- Ability to help children and young people to transfer their learning to other parts of their lives and prepare for post 16 provision.
- A commitment to legislation which recognises equality, diversity and promotes difference.
- Able to work 1:1 with a student and involved with group interventions

ATTITUDES AND APPROACHES

- A reflective practitioner with a desire for continuous improvement.
- Want to develop own learning and do things differently and better.
- Committed to high standards.
- A commitment to working within a multi-academy trust to develop a collaborative vision which embraces excellence, high standards and inclusion.
- Possess energy and enthusiasm.
- Willing to learn from and with others in the development of good practice.
- Have a good sense of humour.
- Have humility.
- Resilience.
- Willing to try out new ideas.
- Flexible.
- Ambitious – can see an opportunity to make an impact and develop own skills.

HOW TO APPLY

Please read the information in this pack. If you decide to apply you should include a letter with your application form on no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to Essa Foundation Academies Trust. The application form can be found on the vacancies page of our website at: <http://www.efatrust.org/index.php/current-job-opportunities/>

Please do not send a general letter; we really are looking for someone who is prepared to respond to us as an individual. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it. **Please ensure that you address your application to Mr. Martin Knowles, Principal, Essa Academy, Lever Edge Lane, Bolton, BL3 3HH. Telephone: 01204 333 222 or E-Mail: hr@efatrust.org**