



new wave federation

APPLICATION PACK
TEACHING ASSISTANT



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Welcome Letter from the Executive Headteacher

Dear Applicant,

Thank you for your interest in our advert for the post of Teaching Assistant within the New Wave Federation. The schools within the Federation are Grazebrook Primary School based in Stoke Newington, Shacklewell Primary School based in Dalston and Woodberry Down Community Primary School based in Manor House. The New Wave Federation was created in April 2016. Our schools federated after forming long term partnerships sharing expertise of best practice in all areas of education. We are very excited about this continued opportunity to raise standards and share our learning experiences. We are delighted that you would like to be part of this and welcome you to join us as we embark on this journey.

This pack has been put together to help you with the application process. If you would like to visit the school for a tour to learn more, we are happy for you to contact us. If you have any questions that you would like to ask please do contact **Ms Alia Choudhry, Federation School Business Manager on 020 7254 1415.**

The role requires someone who is passionate about children's learning and who has a rich knowledge and understanding of how learners learn. The right person will be someone who is up to date with 21st century education, who can use new technologies and who is creative and resourceful. Our parents and carers want the very best education for their children and so do we.

The successful applicant will work in close collaboration with the Executive Headteacher who oversees the leadership of all the schools. The successful candidate will also work closely with the Senior Leadership Team and staff from our federated schools, so will be able to draw on the experience and skills that exist in the federation.

Our schools are vibrant, diverse and inclusive. There are challenges but also great rewards in the work here. If you are an effective communicator, have vision, energy and believe that every child can and will succeed, we would like to meet you.

Kind regards,



Mrs Nicole Reid
Executive Headteacher

About our Schools



Grazebrook Primary School – OFSTED 2012

Grazebrook Primary is a larger than average-sized school. The proportions of pupils from minority ethnic backgrounds and those for whom English is an additional language are well above average. The proportion of disabled pupils and those who have special educational needs is smaller than average. Most of this group have moderate learning difficulties. The proportion of pupils known to be eligible for free school meals is above average. The school has gained many accreditations, including Primary Science Silver Quality

Mark, Sing Up Silver, and the Rights Respecting School award. The school runs a daily breakfast club and after-school club. The New Wave Teaching Alliance is based at the school. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

At its last OFSTED inspection (February, 2012) it was reported that the school is an Outstanding school.

Shacklewell Primary School – OFSTED 2018

You have a clear vision for the school and are supported by highly skilled teaching staff at every level, and knowledgeable governors. Consequently, from the day they start at Shacklewell, all pupils make excellent progress in their learning. Pupils talk positively about all aspects of the school's provision; the exciting curriculum and the many enrichment opportunities on offer. A strong sense of inclusion permeates the school with a commitment that every pupil achieves the very best possible outcomes. Inspiring and motivating quotes, displays, and 'maker spaces' in classrooms, all encourage pupils to challenge their thinking further and to investigate. Pupils confidently share their 'yes we can!', have-a-go attitude, persevering and enjoying all the school has to offer. The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during the short inspection, I am of the opinion that the school has demonstrated strong practice in certain areas. This may indicate that the school is improving towards being outstanding. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

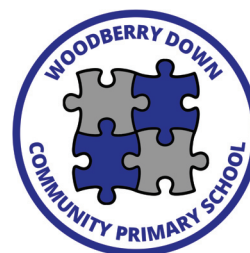
At its most recent OFSTED inspection (January, 2018) it was reported that the school is a Good school and is awaiting a section 5 inspection.



Woodberry Down Community Primary School – OFSTED 2012

Woodberry Down Community Primary School is a larger than average sized primary school where most of the pupils are from ethnic minority backgrounds. The majority of pupils are learning English as an additional language. A significant minority of these are at the early stages of language acquisition. The proportion of pupils supported by school action plus or with a statement of special educational needs is above average. Many more pupils than in most schools join or leave partway through their primary education. The proportion of pupils known to be eligible for free school meals is well above average. A large minority of pupils are refugees. The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress. This is an outstanding school where the life chances of all pupils are maximized. Pupils' achievement is outstanding. The Apple Regional Teaching Alliance is now based at this school which was awarded to the New Wave Teaching Alliance.

At its last OFSTED inspection (June, 2012) it was reported that the school is an Outstanding school.



Job Description

Post Title:	Teaching Assistant (General) Level 2
Responsibility:	Executive Headteacher / Headteacher / Line Manager
Accountable to:	New Wave Federation Governing Board
Salary:	Scale 4 (point 07-10) £23,628.00 - £24,927.00 pro rata term time only
Times / Hours:	30 hours 8.45am - 3.45pm
Direct Reports:	Teacher and other ancillary staff

Job Summary

- To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programs, 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, for short periods of time.

Main Duties

Support for Pupils:

- Supervise and provide particular support for pupils, including those with special needs, 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 the 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 achievement under guidance of the teacher.
- Deliver pastoral and learning support.
- To deal with minor incidents and the health and hygiene of the children.
- To read with individual children and groups and complete reading records as directed by the class teacher.
- Under the direction of teacher, to work with small groups of children and to take responsibility for their learning.

Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish and maintain constructive relationships with parents/carers by:
 - supporting their role in pupils' learning;
 - providing constructive feedback on pupils' progress and achievements;
 - facilitating their support for their child's attendance;
 - support home to school/community links.

Administer routine tests

- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.
- To work within an agreed system of supervision with small groups of children and to take responsibility for their learning.
- To work in partnership with the teacher to support the school induction programme. This may include contributing to parents evening as appropriate.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

Support for the School:

- 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.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher. To assist in the general care of the school environment by undertaking tidying of general areas
- To promote equal opportunities at all times.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary from time to time.



General Duties

- Enhanced DBS check.
- Strong commitment to furthering equalities in both service and delivery and employment practice.
- The post holder must at all times carry out his/her responsibilities with due regard to The Hackney Learning Trust's policy, organisation and arrangements for Health and Safety at Work.
- It is your responsibility to carry out your duties in line with The Hackney Learning Trust's policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

Person Specification

	Essential
Qualifications	NVQ 2 for Teaching Assistants or equivalent qualifications or higher education
Experience	Working with or caring for children of relevant age
Knowledge	Training in the relevant learning strategies e.g. literacy & numeracy First aid training/training as appropriate Understanding of relevant policies/code of practice and awareness of relevant legislation General understanding of national/foundation stage curriculum and other basic learning programmes /strategies Basic understanding of child development and learning
Skills	Good numeracy/literacy skills Effective use of ICT to support learning Use of other equipment technology – video, photocopier Ability to self-evaluate learning needs and actively seek learning opportunities Ability to relate well to children and adults Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these Display commitment to protection and safeguarding of children and young people

Application Process

Candidates are asked to complete all the standard information required on the application form, and to submit a supporting statement, addressing all the criteria identified in the selection criteria.

Candidates are advised that when completing the references section on the application form to please ensure that:

- Your first referee is your current, or most recent, employer;
- You provide a referee who can attest for your ability to work with children; and
- If you do not have an employment referee, please provide details of a tutor, lecturer or someone who can provide an appropriate character reference.
- Please explain any gaps in your employment/education history and reasons for these gaps, continuing onto an additional page if necessary.

Candidates must ensure that if they are successful at interview, that they are able to provide evidence of their Right to Work and Remain in the UK. We are fully committed to following all safeguarding procedures. The school is not able to employ any person who cannot validate their Right to Work and Remain in the UK in line with the Asylum, Immigration and Nationality Act 2000.

Completed application forms must be received by **12pm Friday 22nd March 2019** and interviews are week commencing **Monday 1st April 2019**. Please be advised that if you do not hear from us within two weeks of the closing date, you have not been short listed on this occasion.

If you have any queries or require any further information, please contact Ms Alia Choudhry, Federation Business Manager on 020 7254 1415 or achoudhry@newwavefederation.co.uk

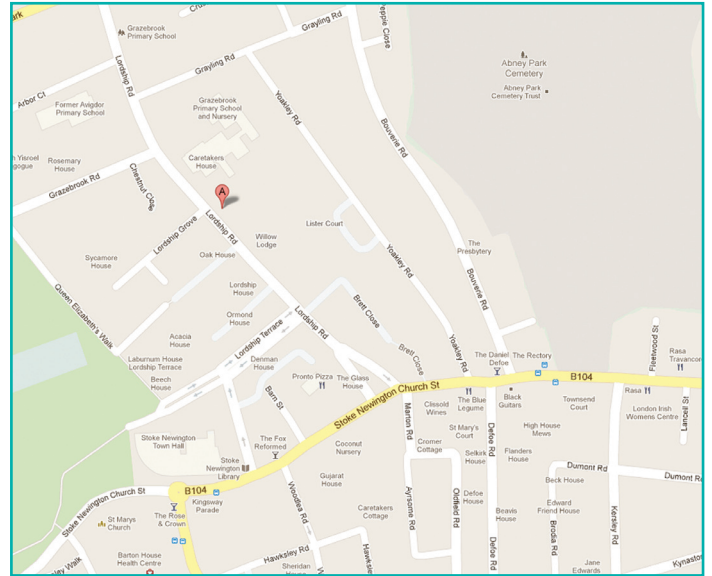
If you would like to have an informal discussion about the post then please contact me via email at nreid@newwavefederation.co.uk

We look forward to receiving your application.



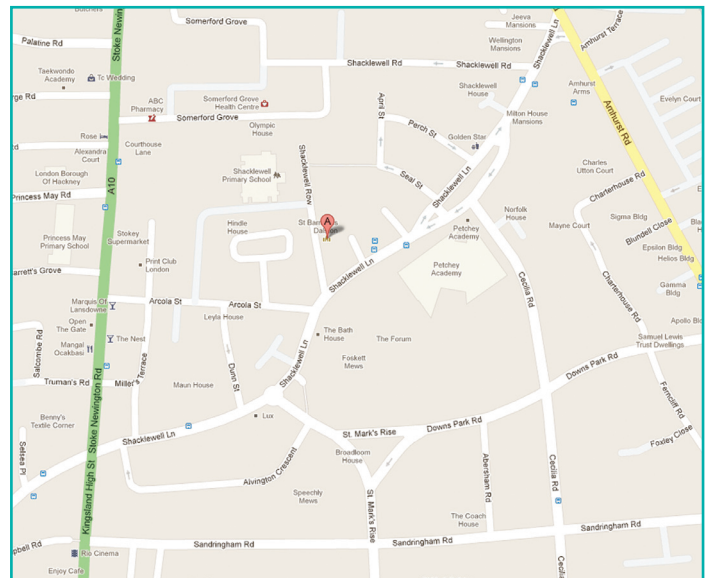
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