

Level 3 Teaching Assistant Application Pack



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Welcome from the Executive Headteacher

Dear Applicant,

Thank you for your interest in our advert for the post of Level 3 Teaching Assistant. This role is based at Shacklewell Primary School. 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 about the school 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 Business Manager on 020 7254 1415.**

We are looking to appoint Level 3 teaching assistants to work in classrooms offering a higher level of support to the class teacher. You will work under the guidance of teaching/senior staff and within an agreed system of supervision. You will implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle, the management/preparation of resources, marking books, setting targets and managing assessment.

The role requires someone who is passionate about children's learning and 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 is creative and resourceful. Our parents and carers want the very best education for their children and so do we.

The successful candidate will be energetic, flexible, be able to work as part of a team, as well as having a good sense of humour.

We can offer you schools which are popular, well resourced, have a friendly and dedicated staff, and offer good opportunities for development. 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

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 school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The renowned New Wave English Hub is based at the school.

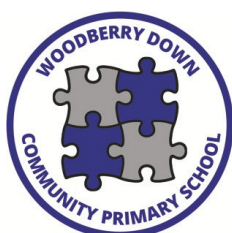
At its last OFSTED inspection (February 2012) it was reported that the school is an Outstanding school.



Shacklewell Primary School

Shacklewell is larger than the average-sized school. The early years consists of two Reception classes and two part-time Nursery classes with provision for two-years-olds. The proportion of pupils with SEND is above average. The proportion of disadvantaged pupils is above average. The school's values of resilience, creativity and hard work are deeply embedded across the school. Pupils thrive as a result. Leaders have been strikingly successful in securing the consistent high quality of teaching and an effective curriculum that underpins learning across the school. This enables pupils of all ages to make substantial progress. Leaders and staff foster a positive environment and conditions which are highly conducive to successful learning. Pupils benefit from the technology that they are encouraged to use from a very early age. They develop high levels of skills in using computers.

At its last OFSTED inspection (March 2019) it was reported that the school is an Outstanding school.



Woodberry Down Primary School

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 school is an Apple Regional Training Centre.

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

Job Description

Post Title	Teaching Assistant – Supporting and Delivering Learning (Level 3)
Directorate	New Wave Federation
Reports To	Headteacher/Executive Headteacher
Salary:	Scale 5 (point 07-10) £27,009.00 - £28,497.00 pro-rata term time only
Times / Hours:	Monday - Friday, 8.15am – 4.30pm
Contract Length	Permanent

Purpose of the Post

- To work under the guidance of teaching/senior staff and within an agreed system of supervision.
- To implement agreed work programmes with individuals/groups, in or out of the classroom.
- This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Main Duties

Support for Pupils:

- Use specialist curricular/learning skills/training/experience to support pupils. Assist with the development and implementation of METs.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to pupils in relation to progress and achievement.
- To supervise whole class occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep the pupils on task. Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Support for the Teacher:

- Work with the teacher to establish an appropriate learning environment.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertake marking of pupils' work and accurately record achievement/progress.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within the role/responsibility and participate in feedback sessions/meetings with parents, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework and produce worksheets for agreed activities.

Support for the Curriculum:

- Implement agreed learning activities/teaching programmes and adjusting activities according to pupil responses/needs.
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.

- Help pupils to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the School:

- Be aware of and comply with policies and procedures relating to child protection, health, safety, 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.
- Establish constructive relationships and communicate with other agencies/professionals in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings.
- Participate in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

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.

Person Specification

Qualifications

- | | |
|----|---|
| 1. | NVQ 3 for Teaching Assistants or equivalent qualification or willingness to work towards. |
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Experience

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| 2. | Working with or caring for children of a relevant age. |
| 3. | Experience of working with pupils with additional needs. |

Knowledge

- | | |
|----|--|
| 4. | Training in the relevant strategies e.g. literacy and/or in a particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE. |
| 5. | Appropriate first aid training. |
| 6. | Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation. |
| 7. | Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. |
| 8. | Understanding of principles of child development and learning processes. |

Skills

- | | |
|-----|--|
| 9. | Very good numeracy/literacy skills. |
| 10. | Ability to use ICT effectively to support learning. |
| 11. | Use of other equipment technology including video, photocopier. |
| 12. | Ability to self-evaluate learning needs and actively seek learning opportunities. |
| 13. | Ability to relate well to children and adults. |
| 14. | Work constructively as part of a team, understanding classroom roles and responsibilities and own position within these. |
| 15. | Display commitment to the 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 Thursday 14th April 2022** and interview date is week commencing **Monday 25th April 2022**.

If you have any queries or require any further information, please contact Ms Alia Choudhry, Federation School Business Manager on **0207 254 415** 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.

Contact Details



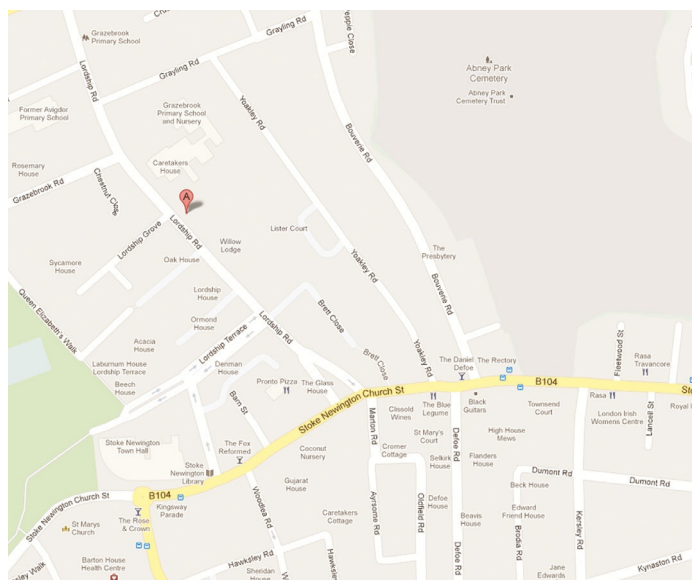
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Web: www.grazebrook.hackney.sch.uk



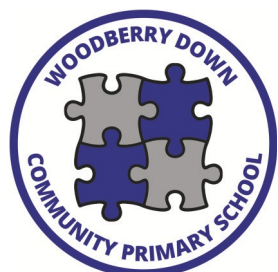
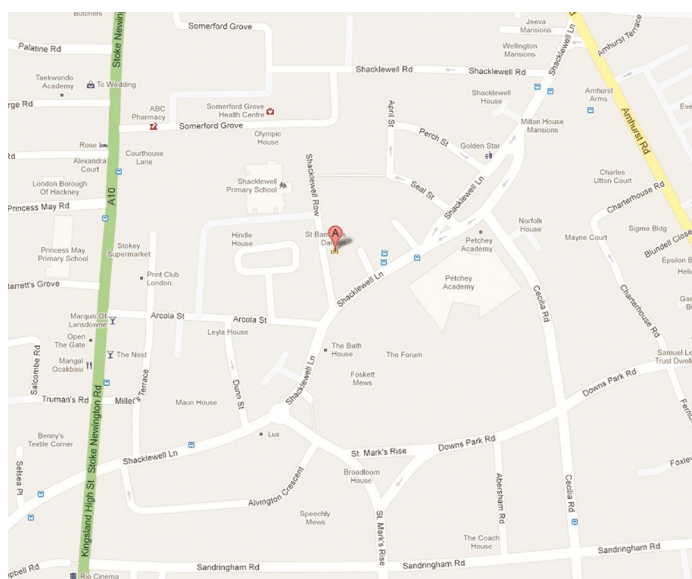
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