



ORCHARD PARK COMMUNITY PRIMARY SCHOOL



**TEACHING ASSISTANT POST
INFORMATION FOR APPLICANTS**

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Orchard Park Community Primary School

Dear Applicant,

On behalf of the Governing Body for Orchard Park Community Primary School, I would like to thank you for your interest in applying for the post of Teaching Assistant. We are looking for an enthusiastic and experienced practitioner to join our hardworking and supportive staff team. We are looking for someone who is committed to providing and supporting high quality teaching and learning opportunities across all curriculum areas. Someone who will champion our children, and work hard to ensure that pupils make strong progress through an enriched experience. We need someone with the ability to work closely with teachers and other TAs to ensure that children achieve their personal targets. This role is varied and will include 1:1 support, lunchtime provision, in class support and the delivery of interventions.

We are a school where:

- children and staff are happy and safe
- pupils are keen to learn
- high standards are achieved
- there is a clearly articulated vision characterised by high expectations
- a core purpose and collective values pervade everything
- all children make good progress
- the curriculum is stimulating and engaging
- parents and the community are welcomed and are encouraged to take an active role
- the value of life long learning is promoted
- all agencies involved in the care of children work together to achieve success
- staff enjoy their work and are supportive of each other
- all stakeholders are determined to move the school into the outstanding category.

Our most recent OFSTED was in March 2017. The outcomes of this inspection confirmed that Orchard Park Primary School is a good school. The key findings were:

- The school drives for excellence and has a culture of high expectations and ambition.
- School leaders know the school well and effectively drive the school improvement process.
- The school constantly focuses on the quality of teaching and improving outcomes for pupils.
- The learning environment is striking.
- The teaching assistants are well trained and well deployed and are an asset to the school.
- Safeguarding is effective and the school acts swiftly if a pupil is at risk.
- The school is caring and nurturing. It is highly valued by parents for the individual approach it takes.

The Inspector also noted:

- The early years curriculum is well developed and children in Nursery and Reception make good progress from their starting points.
- Phonics teaching is effective and pupils are able to use their phonetic knowledge to make good progress in reading and writing.
- Pupil's books are full of high quality writing across the whole curriculum, demonstrating breadth and good progress.
- Able pupils continue to make strong progress in reading, writing and maths.

Currently we have 225 children on roll and the school continues to grow. Our current staff team comprises of: the Headteacher, the Deputy Headteacher, two Assistant Headteachers, a non-class based SENCo, eight full time class teachers, one part-time teacher, 10 teaching assistants and a Nursery Nurse.

Orchard Park first opened its doors in September 2007 with 12 children on roll. The first phase of the school building was completed in January 2008 with 100 school places. In order to meet the expanding housing development, Phase Three of the construction programme was finished in September 2012 giving the school the capacity for 258 pupils, In September 2014 we opened the doors to our new 52 place nursery class, offering 15 hours quality early years education to the 3 and 4 year olds in our growing community.

As stakeholders, we define our purpose through the following mission statement:

ORCHARD PARK

A place where children are empowered to reach their full potential, with the highest possible aspirations and a passion for learning. With values and respect, our children are confident to move from our nurturing environment to explore and succeed in the wider world.

The Governing Body and staff are committed to a clear vision of an outstanding school at the heart of its community and are looking for a strong teaching assistant to provide high quality support across a number of year groups. This will help ensure our vision becomes a reality.

This booklet gives you further details about our school and information about the appointment process. **In your letter of application please demonstrate clearly how you meet the person specification.**

You will need commitment, flexibility, enthusiasm, and the necessary skills and experience to help us to turn our growing vision into a reality. In return we not only offer you an exciting and rare opportunity to further develop your own skills but also a rewarding and professional challenge in a happy and high quality school that is early in its history.

If you would like any further information about the post, please do not hesitate to contact me on 01223 438200. We would love to meet you and so visits are warmly welcomed.

I look forward to receiving your application.

Yours sincerely,



Stacey Harper

Headteacher

THE POST

TEACHING ASSISTANT -

The core aim will be to support teaching and learning across the school. This will include targeted support within a whole class setting, the delivery of interventions within and outside of the classroom, and specific 1:1 work with children with Educational Health Care Plans. Support will include lunch time cover, assisting in the provision of high quality play and learning opportunities.

HOURS: 8.45am to 3.15pm - term time only (38 weeks per year)

Please note that a job share scenario will be considered with work hours being either:

8.45am to 1.15pm

OR

12..00pm to 3.15pm

SALARY: SCP 5 £18,795 pro rota

START DATE: 4th September 2019

CLOSING DATE: Wednesday 12th June 2019

INTERVIEWS: Wednesday 19th June 2019

Orchard Park Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The appointment is subject to the receipt of satisfactory references and an enhanced DBS check

TEACHING ASSISTANT - PERSON SPECIFICATION

Essential

- A commitment to the safeguarding of all pupils including the Prevent agenda.
- Experience of working with children with special needs in an educational setting.
- Has high expectations of self and others.
- Wants to work with children and have an positive impact on their learning.
- Is reliable, hardworking and prepared to go the 'extra mile' for our children.
- Ability to work as part of a team as well as being able to work independently.
- A commitment to improving practice through self review and on-going professional development.
- Excellent interpersonal skills and the ability to communicate effectively, both orally and in writing.
- An ability to form positive relationships with all members of the school community.
- An understanding and commitment to school policies.
- An ability to promote, support and facilitate inclusion
- Maintain a stimulating and safe learning environment
- Use effective behaviour management strategies in line with school policy
- Ability to work under pressure and remain positive, enthusiastic and resilient.
- Adaptability to changing circumstances and new ideas.
- Flexibility
- Excellent organisational skills.

Desirable but not Essential

- Experience of running interventions for literacy and/numeracy
- Experience of supporting a pupil with an Educational Health Care Plan
- Experience of working in EYFS, KS1 and KS2
- Knowledge of the primary curriculum.
- An understanding of issues affecting educational attainment.
- An understanding of a range of strategies to support pupil inclusion in the mainstream school.
- Ability to create a personalised work space to meet the needs of the named child.
- Able to contribute to effective assessment and planning
- Ability to adopt and modify plans to meet individual needs.
- Understands the value of play and opportunities for learning across a lunch time

ORCHARD PARK COMMUNITY PRIMARY SCHOOL

JOB DESCRIPTION: TEACHING ASSISTANT

Job Purpose

The core purpose of this role lies with supporting teaching and learning across the school. This will include targeted support within a whole class setting, the delivery of interventions within and outside of the classroom, as well 1:1 work with children with an Education Health Care Plan. Support will include lunch time cover, assisting in the provision of high quality play and learning opportunities.

Support for Children

- In conjunction with the classroom teacher, adapt lessons to meet the needs of the individual child.
- Assist in the implementation of the Education, Health and Care Plan (EHCP) for the child and help monitor their progress.
- Share knowledge of pupils to inform the planning and decision making process.
- Monitor record and report on pupil performance to class teachers, as appropriate to role.
- In conjunction with the classroom teacher, adapt lessons to meet the needs of pupils
- Provide support for individual children inside and outside the classroom to enable them to fully participate in activities.
- Assist in the educational and social development of the child/children under the direction and guidance of the Headteacher, SENCo and class teacher.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers to ensure they understand and can achieve the tasks.
- Provide learning support to children with significant care needs, or where English is not their first language.
- Encourage and promote inclusion in the classroom, ensuring that assigned pupils feel involved with tasks and activities.
- To deliver planned intervention programmes, adapting as appropriate to maximise learning opportunities.
- To make entry and exit assessments to measure impact of targeted work.
- Support the child/children with emotional or behavioural problems and help develop their social skills.
- Support the aims and ethos of the school in providing a quality education for all children and enabling them to become independent learners who are able to achieve their potential.
- Support pupils during lunch and playtimes ensuring that pupils make safe and sensible decisions and are happy within their play.

Support for the Curriculum

- Support the whole school curriculum, including literacy and numeracy activities.
- Make effective use of ICT where it might be used to enrich pupil learning.
- Provide targeted support to enhance learning and improve attainment.
- Support all pupils during educational visits that support and enhance the school's curriculum provision.

Support for the Teacher

- Assist in maintaining individual pupil records and contribute to reports on pupil progress and development as directed.
- Monitor and track progress and provide feedback to assist in developing targets
- Contribute to the planning and evaluation of work programmes
- Organise the learning environment and develop classroom resources to promote access and inclusion
- Contribute to the management of pupil behaviour, including anticipating and taking action to prevent potential problems arising.
- Complete admin based activities such as filing, photocopying and creating documents.

Support for the School

- Develop and maintain effective working relationships with other staff and parents or carers.
- Hold professional regard for the ethos, policies and practice of the school.
- Contribute to the maintenance of a safe and healthy environment.
- Attend and actively participate in staff meetings as appropriate.
- Participate and support the professional development of other teaching assistants as required.
- Assist in facilitating school events, e.g. school plays, events.
- Assist in developing the learning environment including the creation of displays.
- Commit to improving own practice through self evaluation and awareness.
- Support pupils and kitchen staff in dinner hall, ensuring that all pupils have access to their lunch within the given time span.
- To support play and learning activities in the school playground and field during lunch times, as well as during assigned playtimes.

Safeguarding responsibilities:

- To behave at all times in a manner consistent with the school's commitment to uphold the highest standards in safeguarding and promoting the welfare of children
- To complete all training and maintain any qualifications regarding safeguarding including the Prevent agenda.
- Follow the school's policies and procedures in respect of safeguarding
- To understand and follow the guidance that you will receive on how to report any safeguarding/welfare issues that come to your attention.
- To administer first aid in accordance to school policy.



Cambridgeshire County Council Policy Statements on Equal Opportunities

The Council has issued five policy statements that must be observed at all times and are designed to promote equal opportunities in employment and to encourage applications from minority groups within the community.

At the moment, it is not unlawful to discriminate against candidates or employees on grounds of their age or sexual orientation. However, the Council has gone beyond its statutory obligations and has adopted its own policy to promote equality of opportunity on these grounds. To contravene the Council's equal opportunities policies by acting in a discriminatory way is a disciplinary offence that may lead to disciplinary action.

Statement of Policy to Promote Sex Equality in Employment

This Council undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees, on grounds of sex or marital status. All HR policies and procedures are administered so as not to discriminate between employees on the grounds of sex or marital status.

The only exceptions allowed by law are where sex is a genuine occupational qualification that determines selection for a particular job and where sex has to be taken account of as part of a programme of recruitment and training.

The Council requires all contractors to comply with the employment provisions of the Sex Discrimination Act 1975 and Equal Pay Act 1970.

The Council will monitor and review the effectiveness of this policy periodically. It is the duty of all those responsible for implementing the policy to give it full effect, in particular taking account of the Code of Practice issued by the Equal Opportunities Commission.

Statement of Policy to Promote Racial Equality of Opportunity in Employment

This Council's policy is to ensure that no job applicant or employee receives less favourable treatment by reason of race, nationality, colour or ethnic or national

origin; and is not put at a disadvantage by the setting of qualifying conditions or requirements which have the effect of discrimination on racial or ethnic grounds.

All HR policies and procedures are administered so as not to discriminate between employees on grounds of racial or ethnic origin.

The main HR policies and procedures affected relate to recruitment, selection, payment, conditions of employment, training assessment, transfer, promotion, discipline, dismissal, and health, safety and welfare. The only exceptions allowed by law are where ethnic origin is a genuine occupational qualification that determines selection for a particular job and where ethnic origin has to be taken account of as part of a programme of recruitment and training.

The Council requires all contractors to comply with the employment provision of the Race Relations Act 1976.

The Council will monitor and review the effectiveness of this policy periodically. It is the duty of all those responsible for implementing the policy to give it full effect, in particular by taking account of the Code of Practice issued by the Commission for Racial Equality.

Statement of Policy to Promote Equality of Employment for Disabled Persons

The Council's policy recognises that while some disabled people are capable of performing the same job as able-bodied people, others may be limited, to a lesser or greater degree, by their disability in the work that they can perform, but this limitation may be considerably counterbalanced by the skills and effort that they can contribute. Therefore, in fulfilment of this recognition:

- in all arrangements for recruitment to vacancies, disabled people will be given full and fair consideration; (if appropriate the services of the local Disability Employment Adviser will be used);
- if necessary and practicable, reasonable adjustments will be made to job requirements to enable suitable disabled persons* to be employed, or a newly disabled employee to continue in employment;
- disabled employees will be given equal opportunity for training relevant to their current job, or for promotion, and will be given special training, if required, in order to have an equal chance of promotion.

The Council is a Disability Symbol User (AKA Green Tick) and as such undertakes to:

- guarantee an interview to all applicants with a disability who meet the minimum criteria;
- consult disabled employees regularly;
- retain employees, where appropriate, if they become disabled;
- improve knowledge/develop awareness of disability; and
- check progress and plan ahead.

Statement of Policy to Promote Equality of Employment on Grounds of Age

This Council has affirmed the policy not to discriminate on grounds of age in job recruitment and selection.

The Council has also recommended to the Government to amend the employment legislation to make it illegal to practise age discrimination in job recruitment and selection.

Statement of Policy to Promote Equality of Employment on Grounds of Sexual Orientation

This Council undertakes not to discriminate unlawfully, either directly or indirectly, against a job applicant or one of its own employees, on the grounds of sexual orientation.

