



Candidate Recruitment Pack

Teaching Assistant Churchill Park Academy

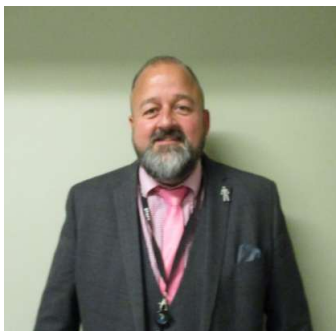
Applications considered upon receipt

www.unityeducationtrust.uk

head@cpa.unity-ed.uk

A welcome from the CEO

Dear Applicant,



Thank you for your interest in our vacancy at Unity Education Trust (UET).

As Chief Executive of the UET, I am delighted to offer you a warm welcome to our Trust. These are exciting times for all those associated to Unity Education Trust. A Multi-Academy built on developing like-minded schools to be outstanding education providers through collaborative working that develops a 'unity of purpose' in all that we do.

UET has expanded its family of schools and education professionals. Our collaborative work over the last 6 months has ensured a measured evolution into our new formal Trust arrangements. We're welcoming outstanding teachers, subject specialists, tutors, support staff and experienced leaders with a record of transformation in education.

Teachers, and support staff now number 795. All of our staff share the ethos of raising aspirations, unlocking potential and securing the best possible future for the 2700 young people attending our schools.

Our school's range in size from 20 to 1200 students and effective collaboration, across our schools, is an important part of who we are.

I am proud that we are working in 'Unity' to meet the challenges in education head on and spearheading new developments for the benefit of all the children in our care.

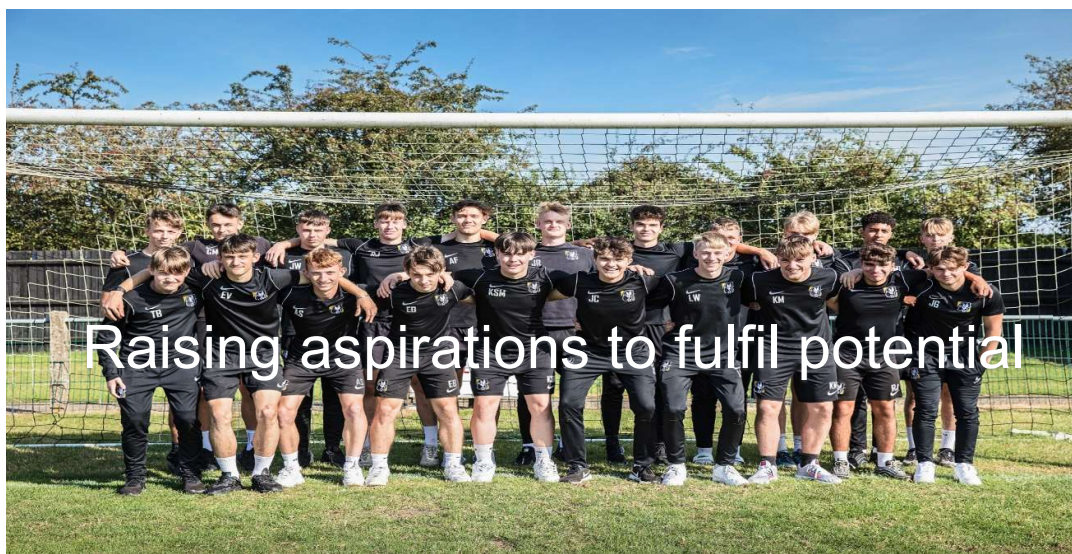
We look forward to receiving your application

Best wishes

Glyn Hambling

CEO

Our Story



UET was established in March 2017. As of 2021, its family of schools have expanded providing education for 3 -19-year olds across mainstream and alternative provision settings and now comprises the following:

Mainstream

- Northgate High School and Dereham Sixth Form College
- Grove House Nursery and Infant School
- Kings Park Infant School
- Beeston Primary School
- Garvestone Primary School
- Great Dunham School
- Greyfriars Academy
- Highgate Infant School
- Kings Oak Academy
- Magdalen Academy
- St Germans Academy
- Wimbotsham & Stow Academy

Specialist

- Pathfinder School –
Brooklands, Locksley, Douglas Bader,
Hooper Lane, Brooklands, Rosebery
- Compass –
Belton, Lingwood, Pott Row
- Earthsea School
 - Churchill Park Academy
 - The Pinetree School

The Trust sets high expectations in every aspect of our work, providing pupils with the best opportunities through outstanding teaching, the development of 21st century facilities, inspirational leadership and a growth mindset approach.

We will ensure that each of our academies maintains its unique identities at the heart of their communities and engaging with all partners and stakeholders and other high performing educational organisations.

An unrelenting belief and focus that all students can achieve high standards, whatever their background and life experiences when given a positive climate of support, challenge and the development of Growth Mindset through outstanding teaching.

Committed to the notion of 'raising aspirations to fulfil potential' Ensuring our learners are encouraged to build confidence, expand their leadership qualities and embrace British Values that enable all to thrive in an ever-changing society.

Our School – Churchill Park Complex Needs School

Welcome to Churchill Park Academy

We are all very proud of our school in King's Lynn. We are here to serve all children and young people in the area of West Norfolk and beyond who have special needs.

We are very lucky because we inhabit purpose built accommodation with fantastic facilities to help us meet a wide variety of individual needs for children and young people from Early Years through to Year 14.

Children and young people are admitted to our school at any time between these ages, all children and young people attending our school will have a current statement of special needs or a current Education Health Care Plan (EHCP).

We offer a wide variety of educational experiences both within and beyond the classroom. We have an emphasis on preparing our children and young people for life after school where we expect them to become as independent as possible with the desire to contribute fully to the wider community in which they live.

Our enthusiastic and inspirational staff use creative approaches to develop bespoke learning opportunities to engage and motivate all learners. Our pathway model enables us to better meet the wide range of complex needs that our pupils have.

You will see in our literature that we have three values, and these are:

- Independence
- Communication
- Inclusion

Thank you for taking an interest and please do not hesitate to contact us if you would like to find out more about what we do.

Underpinning principles



Supporting Our Staff

Unity Education Trust is committed to supporting all staff in their personal, professional and career aspirations by providing a range of development opportunities. We foster a culture which encourages you to develop your talent and strengths throughout your journey with us.

We are committed to providing the highest quality support to ensure our schools excel and give our students the education they deserve. Our Headteachers have a good deal of autonomy as school leaders within a framework developed collaboratively with our Director of Education and the Education Directorate.

Each Unity Education Trust school benefits from a comprehensive programme of support and challenge, including a strong emphasis on CPD, regular programme of training events to improve performance across all sectors within our schools.

We believe it is very important that each of our academies plans in such a way that financial and human resources are deployed to support their educational strategies fully. This is supported by our experienced Central Service team, who are available to advise on financial planning, audit, HR, legal and property matters.

JOB DESCRIPTION – Teaching Assistant

Job details	
Job title	Teaching Assistant Level 1
School	
Section	
Location	
GR Number	GR9008
Grade	Grade D
Responsible to	Responsible to the Headteacher or Senior Teacher or Higher-Level Teaching Assistant but works to and with a qualified teacher on a day-to-day basis.
Responsible for	
Effective date	

Role and context
Job purpose Under the instruction/guidance of teaching or other senior staff and within the overall ethos of the school, undertake care and learning programmes and activities to support individuals or groups of pupils, including more specialised support for those with special education needs, enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.
Context Job Family: Classroom and Pastoral
Other Job Information (e.g. any special factors or constraints) • Liaise with teachers, other support, health and education specialists, parents, visitors and volunteers and appreciate/support their roles. • Work may be carried out in the classroom or in other teaching areas

Principal Accountabilities	
Accountability	Order of importance (1 = most important etc)
Support to pupils	
To attend to the personal and social needs of pupils and any other special requirements depending on the nature of a pupil's special needs and, wherever possible, making these part of the learning experience.	1

Principal Accountabilities (continued)	
Accountability	Order of importance
Under agreed school procedures and in line with statutory guidance on supporting pupils at school with medical conditions, to give first aid/medicine and accompany sick children home, or to a health centre or hospital as necessary, or assist with programmes of special care such as physiotherapy, hydrotherapy or speech therapy, under the direction of the appropriate specialist.	2
Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities.	3
Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.	4
Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.	5
Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher.	6
Support for teachers	
Assist with the planning of learning activities.	7
Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work.	8
Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.	9
Monitor pupils' responses to learning activities and accurately record achievement/progress as directed and provide detailed and regular feedback to teachers on pupils' achievement, progress, problems, etc.	10
Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their behaviour.	11
Administer routine tests and invigilate exams and undertake routine marking of pupils' work and provide clerical/admin support, e.g. photocopying, typing, filing, money and administer coursework.	12
Support for the curriculum	
Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses, including undertaking literacy and numeracy programmes, recording achievement and progress and feeding back to the teacher.	13
Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use, including supporting the use of ICT in learning activities and developing pupils' competence in its use.	14

Principal Accountabilities (continued)	
Accountability	Order of importance
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.	15
Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.	16
Attend and participate in relevant meetings as required and participate in training and other learning activities and performance development as required.	17
Assist with the supervision of pupils out of lesson times, including before and after school and 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.	18
Undertake other similar activities that may fall within the grade and scope of the post as directed by the Headteacher.	19

Person specification	
Essential	Desirable
Qualifications	
• Good numeracy/literacy skills; • Completion of DfES Teacher Assistant Induction Programme or equivalent experience. • NVQ 2 or equivalent in teaching assistance or experience; • Training in the literacy/numeracy strategy; • First Aid training/training in specific medical procedures.	
Experience	
• Working with or caring for children of relevant age.	
Skills/knowledge	
• Effective use of ICT to support learning; • Use of other equipment technology - video, photocopier; • Knowledge of relevant policies/codes of practice and awareness of legislation;	

Person specification (continued)	
Skills/knowledge (continued)	
• General understanding of National Curriculum and other basic learning programmes; • Basic understanding of child development and learning; • 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.	

General information
• The job descriptions details the main outcomes required and should only be updated to reflect major changes that impact on the outcomes of the job. • Job holders must be aware of and comply with all current guidance, policies and procedures relating to safeguarding and ensure that they are in accordance with statutory and school safeguarding requirements at all times. • Job holders must ensure that they have read, understood and act in accordance with current school policies, particularly those intended to protect children and employees, for example, health, safety, welfare, safeguarding and inclusion. • All work performed/duties undertaken must be carried out in accordance with relevant County Council, department and school's policies and procedures, within legislation, and with regard to the needs of our customers and the diverse community we serve. • Job holders will be expected to be flexible in their duties and carry out any other duties commensurate with the grade and falling within the general scope of the job, as requested by management.

Joining Us

LOCATION

The post will be located at Churchill Park Complex Needs School. The Unity Education Trust reserves the right to transfer staff to alternative posts appropriate to the grade and/or alternative work places as is considered reasonable.

PROBATIONARY PERIOD

New employees of The Unity Education Trust will be required to serve a probationary period in line with the probationary policy.

REMUNERATION

The current salary for the post is within the range:

Salary: Scale D – Point 6 - £13.47 per hour

This post is subject to satisfactory service; salaries will rise within the scale by annual increments up to the maximum of the scale. Salary is paid in 12 equal instalments on or just before the 19th of each month. Payment is by credit transfer

HOURS OF WORK

The normal working week is one of 32.5 hours.

8:30 – 3:30 – Term Time plus one week

The post is permanent.

DRESS CODE

The post-holder will be expected to wear appropriate attire and will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify UET colleagues.

BENEFITS

- Comprehensive induction
- Commitment to your ongoing training and career progression
- Pension scheme
- Eye care vouchers
- Paid for enhanced DBS
- Wellbeing support
- FastTrack treatment service including physiotherapy

Terms and Conditions

PRE-EMPLOYMENT CHECKS

All staff must be prepared to undergo a number of checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.

EQUAL OPPORTUNITIES

UET has a policy that seeks to ensure that all employees are selected, trained and promoted on the basis of ability, the requirements of the post and other similar and objective criteria. The gender, marital status, ethnic origin, age, religion or sexual orientation of an applicant or employee does not affect the employment opportunities made available except as permitted by legislation. UET also requires full and fair consideration to be given to people with disabilities in the recruitment process. Applicants declaring a disability who meet the minimum (essential) criteria for the vacancy will be invited for interview.

DISCLOSURE AND BARRING SERVICE CHECK

This post is subject to a Disclosure and Barring Service Check. Disclosure and Barring Service and Disclosure of Convictions Policy for employment of persons with criminal convictions – refer to our website www.unityeducationtrust.uk

Immigration, Asylum and Nationality Act Information – refer to our website www.unityeducationtrust.uk

How to apply

Click on the **Apply Now** button. You can save your application and return to it later. Please ensure you have completed your application before the end date.

No CVs accepted – Please complete an application form if you wish to be considered for this role.

Candidates are advised that they may be subject to an online check from information in the public domain.

We aim to be an equal opportunities employer and welcome applications irrespective of race, gender, religion, disability, sexual orientation and/or age. We value the individuality and creativity that every worker potentially brings to the workforce.

This post will come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

Unity Education Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either Children or Vulnerable Adults. Please be advised that references may be requested prior to interview for roles within our Schools.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent English is an essential requirement for this role.

We reserve the right to withdraw this vacancy at any time ahead of the closing date if there is a good level of response. Therefore, we recommend you submit your application as early as possible.

We also reserve the right to interview shortlisted candidates ahead of the closing date.

Interview process

Application will be considered upon receipt.

Interview process

- Candidates will be shortlisted
- References will be requested

The interview process will include:

- Tour and Task
- Interview
- Classroom Familiarisation

If you would like an informal discussion. Please contact Churchill Park Academy, office@cpa.unity-ed.uk and a member of staff will contact you.



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