



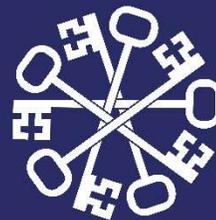
**NOVA**  
PRIMARY ACADEMY

Building Character, Inspiring Ambition, Achieving Excellence

# Candidate Pack



**Teaching Assistant for  
Deaf Pupils**



Proud to be part of

**KEYS  
ACADEMIES  
TRUST**

# About the School

Nova Primary Academy is an ambitious mainstream 4-11 primary school with an inclusive Deaf Hub. The Hub is funded by the High Needs Block and has high needs places for eight pupils. It is also a centre of expertise, providing outreach, training and support for schools who have Deaf pupils on roll throughout the City.

Our ethos is one of calm, purposeful learning, within a harmonious and inclusive community, which we are proud to serve. Currently, there are 370 pupils on roll in two form entry classes, of which 12% have SEND (of whom 20 have EHCPs), 41% are eligible for free school meals and 46% are pupil premium.

We are located within the bustling city of Peterborough and enjoy direct rail links with London. Peterborough is known for its diverse and inclusive culture which is something we celebrate throughout our school; with 28% of our pupils having English as an additional language. We are proud to serve the families of South Bretton and western Peterborough.

We have high expectations for all our pupils and staff, and consider our families to be partners, recognising the vital role that they play. We want to work together as a team, to fully realise the potential of all of our children.

We are on a mission to create a school which enables all pupils to believe that anything is possible and that there are no limits to their potential and achievements.

We work closely with our four Trust schools (Jack Hunt Academy, Longthorpe Primary Academy, Ravensthorpe Primary Academy and Thorpe Primary Academy), as all schools are within a maximum 15-minute walking distance from each other, which allows us to work collaboratively with our peers across both primary and secondary settings. We are all proud members of Keys Academies Trust.

We have recently completed works on refreshing the front façade of our school building, as well as making improvements to our general classrooms and facilities. We benefit from wide outdoor spaces, including a luxurious school field and dedicated play areas and outdoor learning environments. Due to the locality of Jack Hunt Academy and Ravensthorpe Primary Academy, our pupils are able to benefit from the Forest School environments located at the two school sites.

We welcome new colleagues to join our dedicated team, who will bring energy, optimism and a drive to build dreams for our pupils.

***Nova; a burst of light and energy in a star***



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PRIMARY ACADEMY

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# About the Trust

Our trust is a vibrant, diverse and ambitious group of five academies in west Peterborough. Formed in 2018, we are a relatively young trust, which emerged from a strong, but loose, alliance of primary schools working with our large Jack Hunt secondary school. Dr Ian Young joined the trust as its first full-time CEO in September 2022 and has led work to create the Strategic Plan 2023-26.

Our schools serve communities which have many similarities but also significant differences, due to the cultural and economic diversity of the city. We celebrate these differences and ensure that each school retains a distinct identity within the trust.

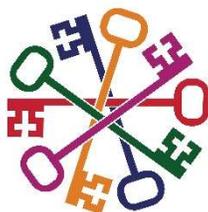
Working together as a multi-academy trust has allowed us to use the expertise across our 5 schools to meet our common goals to give our pupils and students an inclusive, innovative learning community that respects and benefits everyone and has aspirational plans for the future. Our vision is to unlock the potential and create strong life chances for all the children we educate.

To ensure the transition from Primary to Secondary school Jack Hunt Academy are proud of our Year 7 'My World' curriculum. This has been carefully planned to support the best outcomes for students and encourage independent and reflective learners, through the development of exhibition standard project work.

Our rich offer for all the children in our Trust includes a wide range of sporting activities and undertaking sports leadership courses; University visits in both Key Stage 2 and Key Stage 5; day trips, educational visits and residential; theatre groups in school and educational visits to theatre productions; and a wide of competitions where pupils and students can showcase their talents.

All in our trust have high aspirations for, and high expectations of, every single pupil and student. We want them to be well-rounded, confident, caring young people with leadership skills who are motivated to achieve their best in lessons and beyond the classroom. We want them to be involved in the school, local and global community and leave us as life-long learners, equipped to build on their success and contribute positively to our future.

The central Trust team are available to provide support and guidance to all schools and staff. Director of SEND and Safeguarding, Jude Macdonald is available to discuss any aspect of this role and provides ongoing support in all aspects of SEND and Safeguarding. ([jmacdonald@pkat.co.uk](mailto:jmacdonald@pkat.co.uk))



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# Job Information – Role depending on Qualification

## TEACHING ASSISTANT – Core (Deaf Hub)

**GRADE:** 6

**HOURS OF WORK:** 26 hours a week  
(half hour unpaid lunch break each day)

**WEEKS OF WORK:** Term time + 1-week equivalent hours, to be worked flexibly for training.

**RESPONSIBLE TO:** SENDCo

### OBJECTIVE

The purpose of the post is to complement the work of the Class Teacher, Teacher of the Deaf and SENDCo, by effectively scaffolding appropriate to the age, subject, and specific individual needs of Deaf pupils to ensure their achievements are good or better. Teaching Assistant (Core - Deaf Aware) will generally be deployed to work with a specific pupil or cohort or as part of our Deaf Hub provision.

### KEY TASKS

- To act as Teaching Assistant for all pupils to ensure they make good progress from their starting points, including but not limited to pupils with deafness.
- To assist in the assessment of the needs of pupils and use specialist skills, training, and experience to support pupils in accessing the classroom and curriculum.
- To support pupils to take responsibility for their own learning.
- Ensure pupil's wellbeing and dignity is supported, for example through intimate care.
- Actively engage with the school's provision map for pupils on the SEND register.
- Champion the ordinarily available provision for the deaf children.

### SUPPORT FOR THE TEACHER

- To work in partnership with the teacher in supporting learning and managing the needs of pupils for example through effective scaffolding and managing the behaviour and sensory needs of pupils
- To assist the class teacher with the preparation of reports, EHCP comments, APDR and other plans intended to support students with particular needs.
- To assist the teacher in the monitoring, assessment and recording of pupil progress.
- To provide the teacher with accurate and objective feedback about pupils' learning.
- To assist in the development of lesson plans and resources as appropriate under the guidance of a teacher.
- Liaise with and build strong relationships with parents / carers.

### SUPPORT FOR THE CURRICULUM

- To assist the teacher and Teacher of the Deaf with the preparation of the classrooms, deaf hub and appropriate resources.
- To contribute to the overall ethos of the school to ensure an environment which is calm, purposeful, and happy.

- To attend and participate in appropriate training.
- To participate in training and other learning activities as required.
- To supervise students on planned trips, visits and out of school activities as required.

### **GENERAL DUTIES**

- To maintain confidentiality and adhere to the school's procedures and policies.
- To attend staff meetings and training as required.
- Lunchtime duties.

### **GRADE SPECIFIC DUTIES**

- To plan and deliver targeted interventions with close support from SENDCo and Teacher of the Deaf.
- Preparing resources under the direction of the class teacher or Teacher of Deaf.
- To work in partnership with the teacher in delivering planned lessons to individual pupils or small groups.
- Attending relevant review meetings relating to identified pupils.
- Contribute to evidencing the progress deaf pupils are making in their learning and SEND.
- Support with transition for Hub pupils, including building relationships with their families, with the support of SENDCo or Teacher of the Deaf.
- Where appropriate, model deaf aware strategies to educators from other settings.

### **OTHER DUTIES**

Any other reasonable duties as requested by the Headteacher.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

## PERSON SPECIFICATION

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
<b>COMMITMENT</b>	A clear recognition of and commitment to all our aims as a high performing school. Smart business dress.	Tangible evidence of the commitment to education of deaf learner in the current post.	Letter of application Portfolio of work (where appropriate) Interviews
<b>QUALIFICATIONS</b>	A good basic level of education with at least 5 GCSEs including English and Mathematics. A willingness undertake BSL level 1	A specialist qualification in BSL Level 1 with evidence of an interest in continued training. Evidence of undertaking relevant, professional qualifications and training. <b><i>A degree or equivalent professional qualification.</i></b>	Application form
<b>EXPERIENCE</b>	A good understanding of the importance of meeting individual learning requirements and some understanding of current educational issues. A good understanding of the role of monitoring.	Successful experience in a school or college. Experience of supporting pupils who have special educational needs including deafness in an educational context. Clear practical strategies for supporting pupils. Experience of monitoring and evaluating learning leading to pupils making outstanding progress.	Interviews References  Portfolio of work Letter of application
<b>STAFF DEVELOPMENT</b>	An understanding of the importance of training. A proven desire to improve.		Letter of application Interviews
<b>RELATIONSHIPS</b>	An ability to work with our students. Good listening skills. The ability to communicate effectively and to work as part of a team with staff, parents, and members of the local community.		References Interviews  Letter of application

## **TEACHING ASSISTANT - Enhanced – (Deaf Aware)**

**GRADE:** 7

**HOURS OF WORK:** 26 hours per week

(half hour unpaid lunch break each day)

**WEEKS OF WORK:** Term time + 1-week equivalent hours, to be worked flexibly for training.

**RESPONSIBLE TO:** Teacher of the Deaf and SENDCo

### **OBJECTIVE**

The purpose of the post is to complement the work of the Class Teacher, Teacher of the Deaf and SENDCo, by effectively scaffolding appropriate to the age, subject, and specific individual needs of deaf pupils to ensure their achievements are good or better. Teaching Assistant - Enhanced (Deaf Aware) will generally be deployed to work with a specific pupil or cohort or as part of our Deaf Hub provision.

### **KEY TASKS**

- To act as Teaching Assistant for Deaf pupils to ensure they make good progress from their starting points.
- To assist in the assessment of the needs of pupils and use specialist skills, training, and experience to support pupils in accessing the classroom and curriculum.
- To support pupils to take responsibility for their own learning.
- Ensure pupil's wellbeing and dignity is supported, for example through intimate care.
- Actively engage with the school's provision map for pupils on the SEND register.
- Champion the Ordinarily Available provision for the deaf children across the school.
- To communicate with deaf families and support the wider school team in the use of BSL, including assemblies school events or communication home.

### **SUPPORT FOR THE TEACHER**

- To work in partnership with the teacher in supporting learning for example through effective scaffolding and managing the behaviour and sensory needs of pupils.
- To assist the class teacher with the preparation of reports, EHCP comments, APDR and other plans intended to support pupils in the Hub.
- To assist the teacher in the monitoring, assessment and recording of pupil progress.
- To provide the teacher with accurate and objective feedback about pupils' learning.
- To assist in the development of lesson plans and resources as appropriate under the guidance of a teacher.
- Liaise with and build strong relationships with parents / carers.

### **SUPPORT FOR THE CURRICULUM**

- Support Teacher of the Deaf in their delivery of the specialist curriculum for Deaf pupils.
- To assist the teacher with the preparation of the classroom and appropriate resources.
- To contribute to the overall ethos of the academy to ensure an environment which is calm, purposeful, and happy.

- To attend and participate in appropriate training, including specialism specific training.
- To supervise pupils on planned trips, visits and out of school activities as required.

### **GENERAL DUTIES**

- To maintain confidentiality and adhere to the academy's procedures and policies.
- To attend staff meetings and training as required.
- Lunchtime duties as required.

### **GRADE SPECIFIC DUTIES**

- Review and develop planning for Deaf pupils.
- Contribute to evidencing the progress Deaf pupils are making in their learning and SEND.
- Support with transition for Hub pupils, including building relationships with their families.
- Where appropriate, model Deaf aware strategies to educators from other settings.
- Ensure CPD activities support the academy's Deaf Hub status.
- Support pupils who need help managing their hearing equipment and/or ICT with direction from the Hub lead, and ensure other staff have the appropriate skills to also assist.
- Utilise specialist literacy support strategies such as shape coding, colourful semantics and visual phonics.
- Liaise with Nova's Teacher of the Deaf as required.

### **OTHER DUTIES**

Any other reasonable duties as requested by the Headteacher.

This job description sets out the main duties of the post at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

## PERSON SPECIFICATION

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>
<b>COMMITMENT</b>	A clear recognition of and commitment to all our aims as a high performing school. Smart business dress. Commitment to ensuring learners with complex needs are prepared for adulthood.	Tangible evidence of the commitment to education of hearing-impaired learners in current post.	Letter of application Portfolio of work (where appropriate)  Interviews
<b>QUALIFICATIONS</b>	A good basic level of education with at least 5 GCSEs including English and Mathematics. BSL Level 2 or 3	A specialist qualification with evidence of an interest in continued training. Evidence of undertaking relevant, professional qualifications and training. A degree or equivalent professional qualification.	Application form
<b>EXPERIENCE</b>	A good understanding of the importance of meeting individual learning requirements and some understanding of current educational issues. A good understanding of the role of monitoring.	Successful experience in a school or college. Experience of supporting pupils who have special educational needs in an educational context. Clear practical strategies for supporting pupils. Experience of monitoring and evaluating learning leading to pupils making outstanding progress.	Interviews  References  Portfolio of work  Letter of application
<b>STAFF DEVELOPMENT</b>	An understanding of the importance of training. A proven desire to improve.		Letter of application Interviews
<b>RELATIONSHIPS</b>	An ability to work with our pupils. Good listening skills. The ability to communicate effectively and to work as part of a team with staff, parents, and members of the local community.		References Interviews Letter of application

This job description and person specification will be reviewed periodically. This job description sets out the main duties to be covered in respect of the paid allowance at the date when it was drawn up. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify Trustee consideration of revising the allowance remunerated.

\*E= Essential, D=Desirable

\*\* A=Application, I=Interview

You are invited to demonstrate how you may satisfy the essential and desirable criteria in your application.

The Board of Trustees of Keys Academies Trust have their own pay policy for all staff. If appointed you will automatically be enrolled to the Local Government Pension Scheme unless you chose to opt out.

Your conditions of service will be those agreed nationally for Local Government Employees. The Board of Trustees of Keys Academies Trust fully recognises Public Service Unions and a mechanism is in place for consultation with union representatives whenever necessary.

If you are offered the role, it will be on the understanding that you are prepared to undergo an Enhanced DBS (Disclosure Barring Service) check along with other pre-employment checks that will need to be to concluded satisfactorily for employment to be confirmed.

The Trust has an appraisal system for its employees.

# Work for Us

Our Trust culture is centred on valuing people, through supporting their ambitions and career paths, so that we are a respected and attractive employer. By creating a culture where staff feel respected, empowered and inspired, we create a positive learning environment.

We are keen to reward and recognize our staff and have developed a comprehensive range of employee benefits to achieve this.

## **Our staff benefit from:**

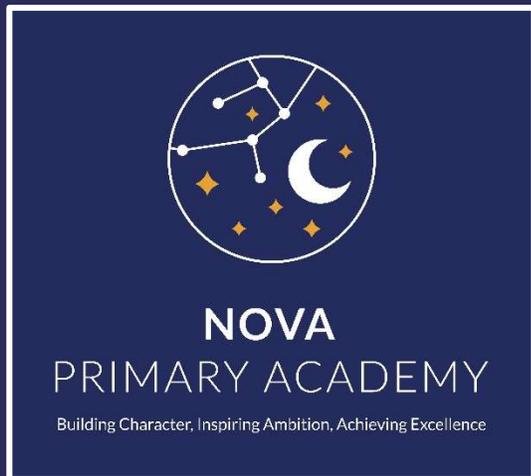
- Professional Development and extensive CPD programmes
- Perkbox employee benefits platform providing big discounts on shopping, dining and entertainment.
- Generous Occupational Pension Schemes (employer contributions of 28.6% Teachers Pensions Scheme)
- Generous sickness benefits to support you in a time of need.
- Free parking at all PKAT schools
- Nursery provision
- Free on-site annual flu vaccination scheme
- 24/7 free and confidential Employee Assistance Programme
- Wellbeing programme and support
- Additional planning days
- iPads or Laptops for all teaching staff

## **Our people vision:**

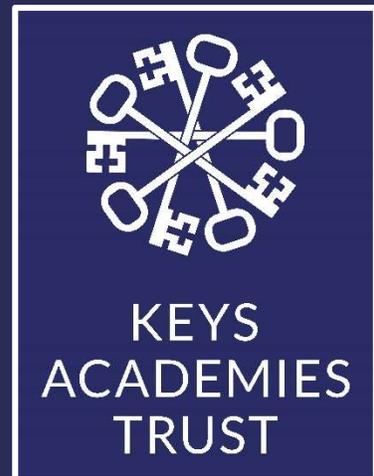
- Our people are proud of our Trust and the difference we make to young people
- We are all hungry to learn and we offer career development and opportunities for all
- Everyone enjoys coming to work, we are inclusive and listen to our people
- Our leaders serve our people ensuring their professional and personal need are supported
- Our people go the extra mile because they feel well rewarded and valued and that we care

# Safeguarding Statement

Keys Academies Trust (PKAT) and Nova Primary Academy are committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to an enhanced Disclosure & Barring check along with other relevant employment checks. Disclosure of any criminal convictions and an enhanced DBS check will be required for this post. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children. The post may not be exempt from the Rehabilitation of Offenders Act 1974 as certain spent convictions and cautions are 'protected' and are not subject to disclosure. It is important that an applicant provides the School with upfront disclosure of all unspent convictions, cautions, reprimands or warnings. A failure to declare the above (that are not subject to the Disclosure and Barring Service filtering) may disqualify an applicant for appointment and may result in summary dismissal if the discrepancy subsequently comes to light.



**South Bretton  
Peterborough  
PE3 9XJ**



**Ledbury Road  
Peterborough  
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