



Thornhill
Academy

BUILD YOUR DREAM CAREER

Join our Team!

RECRUITMENT PACK

Teaching Assistant

Thornhill Academy, Sunderland

EXCELLENCE AND EQUITY WITH INTEGRITY

WELCOME FROM THE CEO



Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we are on a mission to being an excellent trust with excellent schools – we would love you to join us in that mission.

We are a values driven trust and bring this to life every day though our commitment to excellence, equity and integrity.

We recognise the unique value of everyone, whether they are staff or students and are dedicated to ensuring that every member of our Trust reaches their full potential. To achieve this, we collaborate with stakeholders and external organisations to build relationships that enhance opportunities for all members across the Trust.

We have a commitment to ensure each and every staff member is supported to achieve their goals within their career and have the skills and development to flourish. This commitment is reflected in our Centre for Professional Learning, where colleagues have access to tailored training opportunities and resources to meet their specific needs.

We firmly believe that every student, regardless of their background deserves an excellent education and an equal opportunity to fulfil their potential. This vision guides us in creating an environment where every pupil can thrive.

As part of our Trust, our academies align with collective aims, including prioritising holistic development of pupils academically, socially and emotionally. We aim to instil a passion for lifelong learning and continual improvement among our academies, staff and students, empowering them to pursue their aspirations and ambitions. Our goal is to create a family of academies that is inclusive and embraces diversity, fostering a supportive community where all members feel inspired and empowered to succeed.

We look forward to your application, thank you for your interest in joining the Consilium family.

Mr Michael McCarthy
Chief Executive Officer of Consilium Academies.

WELCOME FROM THE PRINCIPAL



Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Principal of this academy. All our staff at Thornhill are committed to giving our students high-quality education; an education that will help them become the best they can be. As well as aiming to prepare our students for success in studying at the Academy, we aim to prepare them for success in their life beyond Thornhill too.

At Thornhill Academy, we aim to work collectively with our local community to provide the highest-quality education in an environment which is welcoming and inclusive. Our mission is simple- to enable children to access the best university or alternative fulfilling career. This means that, in time, they will contribute positively to their community. Every member of our Academy is clear on what we want to deliver to current and future students, through equal opportunities, for every pupil to succeed. There are no excuses for under achievement at Thornhill.

Thornhill Academy is proud to be part of Consilium Academies Trust. As part of Consilium, we are dedicated to working towards the Consilium vision of 'Excellence and Equality with Integrity.' However, we also operate from three school values of effort- we work hard, fairness and kindness.

Our Ofsted recent inspection in May 2024 which graded the school as 'good' highlights the rapid improvement journey our school is on. We are not stopping there and have a lot more to achieve- this is a really exciting time to join us! Our school is also due to be rebuilt- with construction work commencing in April of 2026.

I look forward to receiving your application.

Yours sincerely,

Mr. L. Clark.

ABOUT THE SCHOOL



Thornhill Academy is an 11 to 16 secondary academy, with over six hundred students which occupies a large site in close proximity to Sunderland City Centre. Thornhill Academy is a unique school in its area, this uniqueness comes from the diversity of our student population. Across the school, students come from 14 different ethnicities, with 35 different languages. We are proud to be this vibrant and diverse community and have developed a culture that has moved far beyond tolerance and one in which we celebrate, learn from, and embrace our differences. The diversity of our community offers students and staff rewarding and deeply engaging experiences and supports staff on their journey to become inspirational and reflective practitioners, improving life chances for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment and excellence.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing and learning from challenges. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

In December 2022, we were delighted to be named on the Department of Education's list of schools as part of the School Rebuilding Programme (SRP), being named in July 2023 as one of the fifty initial schools for development. We are now beginning the exciting journey to bring a state-of-the-art school to our community.

ABOUT THE TRUST



Consilium Academies is a Multi-Academy Trust dedicated to Excellence and Equity with Integrity. Consisting of eight schools across three hubs in Salford, South Yorkshire, and the North East of England, our culture is built on support, guidance, capacity building, and fostering a collaborative approach to school improvement.

Our Trust is committed to the highest standards of curriculum, teaching, and learning, leading to excellent outcomes for our pupils. This commitment extends to our staff, with a focus on high-quality learning, professional development, and an uncompromising approach to support and growth.

Schools within the Trust are encouraged to engage in rigorous self-evaluation and take swift action to address any areas of underperformance, guided by our School Improvement Framework.

Our Key Areas of Focus:

- **Expert Knowledge:** We prioritise school-to-school support, fostering expert knowledge, and providing effective assistance to our schools.
- **Ambitious Curriculum:** Our schools share a common language for curriculum development, with a focus on Enriching Lives, Inspiring Ambitions, and embedding Equity, Diversity, and Inclusion throughout.
- **Effective Pedagogy:** Our research-focused approach seeks impactful teaching methods, a shared language for pedagogy, and developing partnerships with external experts.
- **Purposeful Practice:** We respect each school's identity while promoting a shared understanding of high-quality practice and staff development.
- **Rigorous Assessment & Intervention:** We implement evidence-based benchmarking and targeted support through Rapid Action Plans, maintaining a relentless focus on achieving strong outcomes for all students.
- **Rich Culture:** Guided by Excellence, Equity, and Integrity, we aim to identify, attract, develop, and retain expertise at all levels, ensuring our schools contribute to the Trust's success over time.

Led by our Chief Executive Officer, Michael McCarthy, our Central Team provides direct services, accountability, leadership, and management to our schools. We operate a strong partnership model, where our partner schools play a crucial role in the Trust's continual growth and development.

Our collaborative approach respects each school's individual identity, empowering them to focus on student achievement and success while being part of a supportive network committed to excellence.

BENEFITS



As a Trust, we want our staff to feel supported and valued. Whether you are a teacher or member of the support team, we want your work to have a positive impact on your health and wellbeing.



A CONTRIBUTORY PENSION SCHEME, MEANING WE'LL SAVE TOGETHER

34 DAYS ANNUAL LEAVE + BANK HOLIDAYS FOR SUPPORT STAFF (PRO-RATED FOR PART-TIME) & 36 HOUR WORKING WEEK FOR FULL-TIME SUPPORT STAFF



EMPLOYEE ASSISTANCE PROGRAM WITH ACCESS TO COUNSELLING AND CBT 24 HOURS A DAY, 7 DAYS A WEEK

A CPD OFFER FOR EVERY MEMBER OF STAFF; TO HELP YOU PERFORM AS WELL AS YOU CAN IN YOUR ROLE, TO HELP YOU REACH YOUR CAREER ASPIRATION



FREE MEMBERSHIP TO VIVUP. WITH HUNDREDS OF EXCLUSIVE OFFERS AND DISCOUNTS AVAILABLE ONLINE AND IN STORE.

ACCESS TO THE LEADING HOME ELECTRONICS LEASE SCHEME, EXCLUSIVE TO PUBLIC SECTOR EMPLOYEES



ENHANCED CONTRACTUAL SICK PAY IN LINE WITH THE BURGUNDY BOOK AND GREEN BOOK, PROTECTING YOU AND YOUR FAMILY

AUTOMATIC PAY PROGRESSION FOR ALL STAFF IN LINE WITH THEIR CURRENT GRADING STRUCTURE



JOB DESCRIPTION



JOB TITLE:	Teaching Assistant
REPORTS TO:	Operations Manager
CONTRACT:	Permanent
WORKING PATTERN:	32.5 hours, Term Time plus 5 days
GRADE:	Grade 4 NJC Scale Points 6 – 8
ACTUAL SALARY:	£21,025.82 - £21,701.36
MAIN PURPOSE OF THE ROLE	
To work under the instruction/guidance of a teacher, to provide specific 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.	
CORE RESPONSIBILITIES & TASKS	
<u>Support for the Pupils</u> - Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement. - Supervise and provide particular support for pupils, including those with SEN, 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 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 achievements under guidance of the teacher. - Support for the Curriculum. - Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses. - Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher. - Support the use of ICT in learning activities and develop pupil's competence and independence in use. - Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use. <u>Support for Teachers</u> - Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. - Assist with planning of learning activities and support pupils to achieve learning goals. - Monitor the response of pupils to learning activities and record achievements/progress as directed. - Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use. - Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc. - Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour. - Undertake routing marking of pupils' work. - Establish constructive relationships with parents/carers. - To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives. - Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs. - Administer routine tests and invigilate exams, and accurately record achievement and progress.	

General Tasks

- 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.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

CORPORATE RESPONSIBILITIES

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust.
- To plan, monitor and review health and safety within areas of personal control.
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date.
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

ADDITIONAL NOTES

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

PERSON SPECIFICATION



Training and Qualifications	Essential	Desirable
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	✓	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		✓
Experience, Skills and Knowledge	Essential	Desirable
Experience of working with children of relevant age.	✓	
Experience of working with pupils with additional needs.		✓
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	✓	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		✓
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.	✓	
Working knowledge of national curriculum and other relevant learning programmes.	✓	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	✓	
Ability to plan effective actions for pupils at risk of underachieving.	✓	
Full understanding of the range of support services/providers.		✓
Knowledge and understanding of autism and the impact that this has on learning	✓	
Ability to support students with autism on a 1:1 and small group basis	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
Personal Attributes	Essential	Desirable
Ability to relate well to children and adults.	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	
English Fluency	Essential	Desirable
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English or Welsh by a recognized institution abroad	✓	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.	✓	