

L3 TEACHING ASSISTANT CANDIDATE PACK



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WELCOME FROM THE HEADTEACHER

Dear Applicant,

Thank you for taking the time to apply for the Level 3 Teaching Assistant vacancy.

High Expectations, High Aspirations and High Standards are what we firmly believe in and it is 'Through God, We Care' about each and every individual young person, to ensure that they will succeed. As a school, we are on an exciting journey where we provide colleagues with many opportunities to develop and grow. We are 'The Boteler Family' and in joining our school you will be working with a team of committed, dedicated professionals who live our vision and values in everything they do.

We are looking for an individual who is passionate about improving the life chances of the young people in our community and who will go above and beyond to ensure that our students get the best possible education. Hope, Compassion and Endurance are the three Christian Values which are at the centre of everything we do. We are looking for someone who will contribute to our high standards and outcomes with these core values as the foundations of policy and practice.

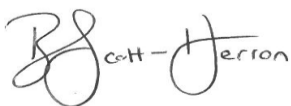
The students will always come first and they are the 'heartbeat' of our school. We pride ourselves on excellent relationships and we foster these to always ensure our students achieve.

Our ideal candidate will be an inspirational individual who has real impact and is committed to changing lives on a daily basis. They will be fully committed to our ethos, vision and values and be a proactive member of 'The Boteler Family' having a love of learning and that determination to see students flourish.

We were graded 'Good' by Ofsted in 2021. [Click here](#) to read the report.

If you share our commitment to educational excellence and improving the outcomes and life chances for our young people and you want to be an integral part of our success, then I look forward to hearing from you.

Yours faithfully



Beverley Scott-Herron
Headteacher



SIR THOMAS BOTELER CHURCH OF ENGLAND HIGH SCHOOL

Sir Thomas Boteler Church of England High School was founded in 1526 and became a Voluntary Aided Church of England High School in 2002. We are part of the Diocese of Liverpool and Chester and have a Christian Ethos founded upon Anglican beliefs and practices.

We are a founder member of The Challenge Academy Trust (TCAT) and converted in June 2017. TCAT is made up of 6 Primary Academies, 7 Secondary Academies and one 6th Form Academy/College.

- Appleton Thorn Primary School
- Beamont Collegiate Academy
- Bridgewater High School
- Broomfields Junior School
- Dallam Community Primary School
- Great Sankey Primary School
- Meadowside Community Primary School
- Padgate Academy
- Penketh High School
- Penketh South Primary School
- Priestley College
- Sir Thomas Boteler Church of England High School
- South Wirral High School
- The Sutton Academy

TCAT continues to go from strength to strength and there are a vast range of opportunities for staff from the separate academies to get involved in CPD and or leadership opportunities and development.

We have many strengths as a school and the most important one for us is the relationship with have within the school community and those with our families. We also are extremely strong in Performance Arts and especially Music. We are recognised nationally for our World Music programme and we are skilled in spotting and nurturing talent. We are a "Good Church School with Outstanding Leadership and Management" (OFSTED 2021 and SIAMS 2017) and our ethos, vision and values are extremely powerful. We lead with a strong moral purpose and the students are at the very centre of all our decision making. Our positive relationships are always visible and we have Highest Expectations, High Aspirations and High Standards in everything we do.

We place our young people at the heart of everything we do, investing in them so they feel confident, encouraged and motivated to excel. Success looks different for every individual, we harness, and we celebrate this at every opportunity

Our ethos underpins every aspect of school life; we seek to provide each student with the opportunity to attain their full potential and provide them with an essential toolkit of skills and qualifications to achieve their goals, fulfill their aspirations and succeed on their chosen pathway.

We are a vibrant school community who want all our young people to succeed at the highest level.

“THROUGH GOD, WE CARE”

WE CARE ABOUT THE 4CS

- **CHRIST** we live by our Christian values of Hope Compassion and Endurance
- **CREATION** we encourage everyone to respect and become stewards of God’s creation
- **COMMUNITY** we respect all members of the school and wider community and celebrate our differences. We strive to serve the needs of others
- **CHILD** we show that every child is loved by God and valued by all. We strive to meet their social, spiritual, educational and physical needs

As Headteacher I live by these words of scripture “I am the good shepherd, the good shepherd lays down his life for his sheep” John 10:11. There is nothing I will not do for ‘The Boteler Family’ to secure its happiness and success. We have a very strong moral purpose and pride ourselves on our three Christian values of Hope, Compassion and Endurance. We will always stand firm in our beliefs and remain resilient, always being positive and focusing on solutions.





**SIR THOMAS
BOTELER**
CHURCH OF ENGLAND HIGH SCHOOL
THROUGH GOD, WE CARE

PART
OF
THE



THE
CHALLENGE
ACADEMY
TRUST

OUR VISION



TCAT will provide exciting and inclusive opportunities for every single learner entrusted into our care, from early years through to adulthood.

Learners will receive an outstanding modern education, from motivated and talented staff, supported by innovative and collaborative partnerships.

TCAT will provide an environment where every learner is nurtured, challenged and inspired to achieve the very best for themselves and their communities.

WWW.TCAT.UK.COM

SERVE | CHALLENGE | EMPOWER

JOB DESCRIPTION

POST:	Teaching Assistant Level 3
SALARY RANGE:	Grade 5 points 8-14 £26,824-£29,540 (Pro-rata salary £23,072-£25,408)
RESPONSIBLE TO:	SENDCO

JOB PURPOSE

The postholder will work with and supervise individuals and groups of children/ young people under the direction or instruction of teaching and/or senior staff. They will enable access to learning for all students considering individual learning needs and provide assistance and support in classroom management and behaviour techniques. The postholder may also be responsible for organising, delivering and reviewing a range of interventions.

GENERAL RESPONSIBILITIES

1. Set high expectations, aspirations and standards in terms of:
 - Teaching and learning
 - Relationships with students, parents, colleagues and members of the community, engaging them all in the learning process
 - Personal standards of conduct, appearance, punctuality and attendance.
 - Compliance with all school policies
 2. Promote the vision and values of Sir Thomas Boteler Church of England High School through the mission statement of 'Through God, We Care' and 'High Expectations. High Aspirations and High Standards – You will succeed'
 3. Promote the vision of The Challenge Academy Trust (TCAT)
-

SPECIFIC RESPONSIBILITIES

Support for the students

- Establish good working relationships with students, acting as a role model and setting high expectations.
- Provide consistent support to all students, responding appropriately to individual student's needs, with a particular focus on our EAL learners.
- Provide, under the direction of the SENCO; support of SEND students in the form of 1-1 and group work.
- Develop, monitor and review Individual Learning Plans/student passports using school systems.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with one another and where appropriate support engagement with activities promoting social interactions and personal development
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.

- Provide feedback to students in relation to progress and achievement under the guidance and direction on the teacher where appropriate.
- Use specialist (curricular/learning) skills/training/experience to support students.
- Where appropriate support personal/intimate care of identified student (s) (complete appropriate INSET and or external training).

Support for the Teacher/resource base

- Support the delivery of Quality First Teaching.
- Assist with the display of students work and material to promote learning.
- Establish and maintain an appropriate learning environment.
- Contribute to lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- Plan and deliver evidence-based interventions / intervention packages reporting back to the teacher/ SENCO.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives or specialist programmes.
- Provide objective and accurate feedback and reports as required, to the teacher on student's achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher/SENCO contributing to reviews of systems/records as requested.
- Administer and assess routine tests and accurately record achievement/progress.
- Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents.
- Observe, mentor and record students' behaviours using directed approaches to inform next steps.

Support for the curriculum

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to pupil learning styles and individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.
- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Assist students to access learning activities through specialist support e.g. curriculum/SEN specialism.
- Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the school

- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection (in line with GDPR). Report all concerns to the appropriate person (as named in the policy concerned) and SENCO.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher to support achievement and progress of students.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required (actively seeking and taking responsibility for own development through training opportunities, specific to the role).
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff.
- Assist with the planning of opportunities for students to learn in-out-of-school contexts, according to school policies and procedures and within working hours.

- Accompany teaching staff and students on visits, trips and out of school activities as required, also assist with the organisation of this using school protocols.
- Successfully complete safeguarding training as directed.

Key knowledge & skills

- Sound knowledge of school-based software, and an ability to use a range of school-based packages such as Arbor.
- Ability to support students with a range of assisted technology
- Excellent language/ vocabulary skills.
- Excellent communicator both verbally and in writing with the ability to deal sensitively with all customers.
- Ability to teach and direct groups.
- Good keyboard / computer skills
- Ability to work as part of a team.
- Able to take responsibility for own training development and needs

Events to attend

- TCAT training.
- Department meetings
- Planning meetings
- Staff meetings
- Parents' meetings/evenings
- Open Days/Weeks and Open Evening
- TACT based events
- Other school events and meetings as directed by the Headteacher

Working Relationships

Internal – Teaching and Support Staff, Governors

External – Parents/Carers, TCAT Staff, LA Staff, Public

The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document. It may be modified by the Headteacher to include responsibilities commensurate with the salary and job title.

**'ALL SCHOOLS SHOULD BE LIKE BOTELER.
I HAVE WITNESSED/EXPERIENCED WHAT IT TRULY MEANS TO
ENABLE ALL STUDENTS TO ACHIEVE SUCCESS; TO MAKE REAL,
GENUINE CHANGE THAT STARTS WITH A COMMITMENT NOT TO LET
ANY CHILD SLIP THROUGH THE NET.' - LIZZIE HAZELDINE, STUDENT TEACHER**

PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
TRAINING AND QUALIFICATIONS		
NVQ III or equivalent in teaching assistance		✓
Minimum 2-year experience of working with children in an educational setting (within specified age range/subject area)	✓	
Willingness to participate in relevant training and development opportunities	✓	
Training in the literacy/numeracy strategy	✓	
Training in Special Educational Needs strategies	✓	
FAITH STATUS		
Committed to the Christian ethos of the school and its aims, as expressed in the Mission Statement	✓	
EXPERTISE		
Ability to work effectively within a team environment, understanding classroom roles and responsibilities	✓	
Ability to build and maintain effective working relationships with all pupils and colleagues	✓	
Ability to promote a positive ethos and role model positive attributes	✓	
Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate	✓	
Ability to adapt own approach in accordance with pupil needs	✓	
Excellent personal numeracy and literacy skills	✓	
Taught small groups 1-1		✓
PERSONAL SKILLS AND ATTRIBUTES		
Excellent attendance	✓	
Excellent punctuality	✓	
Enthusiasm for working with young people	✓	
Empathy for and understanding of young people	✓	
Committed to inclusive education	✓	
Willingness to contribute to the wider life of the school		✓
Good decision making skills	✓	
Good written and communication skills	✓	
Able to work independently	✓	

Excellent interpersonal skills	✓	
Able to work as part of a team	✓	
Show clear understanding of the need for integrity/confidentiality	✓	
Reliability	✓	
Able to reflect and learn from experience	✓	
Enthusiasm	✓	
Resilience in the face of difficulties	✓	
Sense of humour	✓	

KNOWLEDGE AND UNDERSTANDING

Advanced understanding of national curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.	✓	
Understanding of principles of child development, learning styles and independent learning.	✓	
Working knowledge of relevant policies/codes of practice/legislation		✓
Understanding of inclusion, especially within a school setting	✓	
Experience of resources preparation to support learning programmes	✓	
Effective use of ICT to support learning	✓	
Understanding of other basic technology – video, photocopier		✓

PROFESSIONAL VALUES AND PRACTICE – MUST BE ABLE TO DEMONSTRATE ALL OF THE FOLLOWING

High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.
Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work.
Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice
Able to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning.
Able to improve their own practice through observations, evaluation and discussion with colleagues.

APPLICATION PROCESS

Please visit our school website vacancy page to apply online www.boteler.org.uk/vacancies

If you have any questions regarding the vacancy, please contact:

Miss Jenny Muckley
HR Manager/Headteacher's PA
Sir Thomas Boteler Church of England High School
Grammar School Road
Warrington
Cheshire
WA4 1JL

Telephone: 01925 636414

Email: jmuckley@boteler.org.uk

WWW.BOTELER.ORG.UK/VACANCIES





SIR THOMAS BOTELER

CHURCH OF ENGLAND HIGH SCHOOL

THROUGH GOD, WE CARE



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