

Tile Cross Academy



Level 3 Teaching Assistant (Resource Base) for Cognition & Learning Candidate Pack



**Washwood Heath
Multi Academy Trust**

Respect Collaboration Aspiration

Registered Company No. 08531479



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Headteachers Welcome

Welcome to Tile Cross Academy. Thank you for your interest in the role of SEND TA for Resource Base within our School.

At Tile Cross Academy we care deeply for our students; their safety and wellbeing is our primary concern. Tile Cross Academy is the ideal environment in which to stimulate the minds of the next generation. It is a special place where both students and staff feel a real sense of belonging, with relationships at the heart of everything we do. With the wide range of backgrounds and cultures represented in our school population we celebrate diversity and difference, whilst recognising that we are all equal through a Rights Respecting ethos where students' rights are 'learned, celebrated and lived'. We value everyone's opinions and beliefs, whilst also encouraging every single child to achieve their very best.



We were honoured to be named '**School of the Year 2020**' at the **UK Social Mobility Awards** and have been recognised as a finalist every year since. This reflects our unwavering commitment to providing opportunities for all students, regardless of background.



Most recently, in **June 2024**, we were **rated 'Good' by Ofsted**, a testament to the dedication and hard work of our staff, students, and wider school community.

Tile Cross Academy opened in May 2017 as part of the Washwood Heath Multi Academy Trust. It sits on a site once occupied by Central Grammar School for boys, Byng Kenrick Grammar School for Girls, Sir Wilfred Martineau School and The International School. Our new school sits at the very heart of its community with a proud and distinguished heritage and an exciting and successful future ahead of it.

Thank you for your interest in our school and I would like to take this opportunity to wish you well in your application.

Gurt Sanghera

Headteacher

"Strive, Achieve, Believe"





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About Our School

School Vision & Ethos

Tile Cross Academy is a small and caring 11-16 mixed comprehensive school. We have high expectations for our students in which they develop through high quality Teaching and Learning and our focus to develop the Character of every child, so they become outstanding learners and citizens.

We aim to provide a high-quality education in an atmosphere of mutual respect where everyone is valued as an important member of our school community. We strive to develop and nurture the values, skills and attributes which create good citizens and lifelong learners, so that every student can discover, develop, and achieve their full potential and be successful in whatever path they choose. Our broad and balanced curriculum prepares our students to meet the challenges of a rapidly changing society, ready and willing to grasp the opportunities available to them.

Curriculum Overview

Our curriculum is at the heart of our school and reflects our values 'Strive, Achieve, Believe'.

At Tile Cross Academy we aim to offer a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. We offer this through a curriculum which is sequenced towards knowledge retention and developing skills for future learning and employment. We offer a full programme of enrichment activities to engage our learners that allows them to develop experiences outside the classroom.

We offer a full, broad and balanced curriculum with a diverse range of subjects including GCSE and Vocational subjects. Within our curriculum, we strive to improve literacy across all age groups so that our learners are articulate, speak to a high standard, listen to their peers and respond with fluency and expression, read widely and write with enjoyment and confidence.

We want all our students, no matter what their background or previous social and academic experience, to leave school as well qualified, resilient, independent and confident young adults, ready to make a highly positive contribution to their community and wider society.

In a rapidly changing world we feel strongly that our students should show adaptability and resilience as well as demonstrating respect, kindness and tolerance of people from all faiths, cultures and backgrounds.

Our ambitious curriculum will engage and stimulate our learners and develop their knowledge and skills to achieve high quality outcomes.

Our learners will:

- Experience a diverse, challenging, and engaging curriculum
- Thrive by exemplary practice modelled through our Teaching & Learning cycle
- Develop their independence, collaboration, and ability to evaluate
- Be supported and challenged as they aim to reach their true potential
- Be literate and articulate enabling them to access the wider world



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Pastoral Care & Wellbeing

Tile Cross Academy Provides a caring atmosphere where students feel secure and comfortable as they settle down to focus on their learning.

Form Tutors and Pastoral Managers look after the day-to-day needs of students and they remain with their tutor groups throughout the five years wherever possible, getting to know both students and parents very well. We value our close partnership with parents and encourage them to be actively involved in their child's education at every opportunity.

Students build up a trusting and friendly relationship with their Tutor, Pastoral Manager, Head of Year and peers through activities in registration and assemblies. Each Year group has a weekly assembly in the Central Hall, with Form Tutors, the Head of Year and a member of the Senior Leadership Team present. Others, including outside speakers are invited during the year. Heads of Year ensure the social and academic well-being of students in their year group as well as helping to maintain good attendance and standards of behaviour. A wide range of pastoral, wellbeing and academic interventions take place with students supported to overcome challenges and develop lifelong character traits.

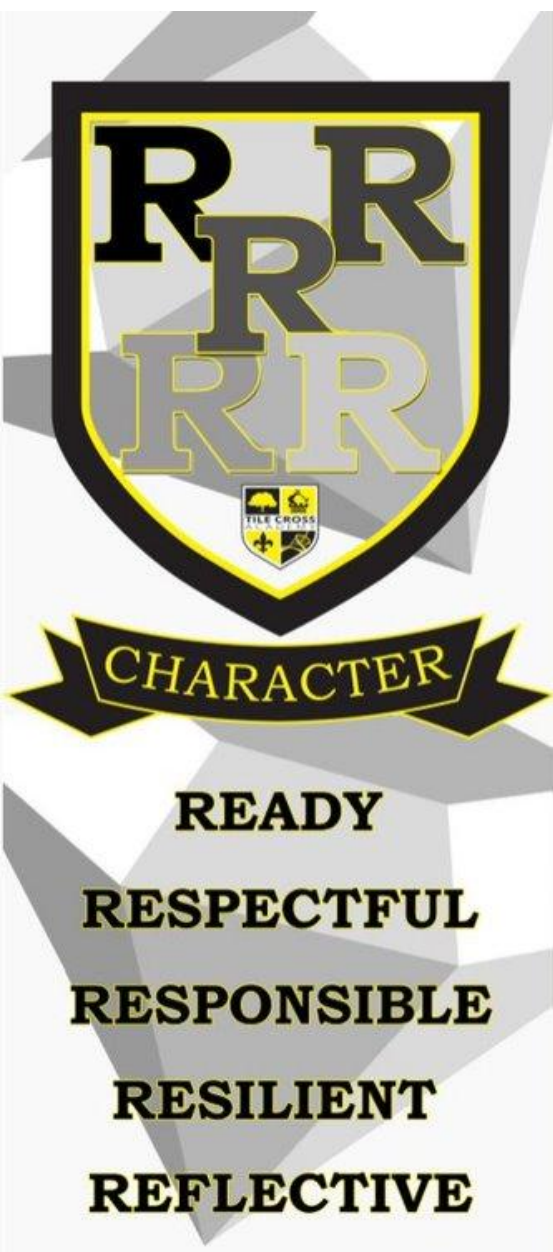
Our culture and environment will empower each child to develop the attitudes and their characters to thrive, enabling them to be the best version of themselves.

Our learners will:

- Understand how their behaviours and attitudes impact on theirs and other children's progress within a supportive, caring, and inclusive environment.
- Anticipate and experience being praised and rewarded as well as experience support and fair and effective sanctions when they fail.
- Grow through our Personal Development curriculum, modelling British Values, our 'Character Days' and our ethos of visible kindness.
- Understand their rights and responsibilities to themselves and others.
- Understand their roles within a cohesive, diverse community, celebrating our equalities and diversity.
- Prosper through understanding the needs and requirements of a healthy lifestyle.
- Be shaped for their future, their studies, their careers, and their lives as adults.

At Tile Cross Academy, we expect our students to be:

- On time, think smart and dress smart and be **Ready** to learn.
- **Respectful** of everyone in school; every child, every adult.
- **Responsible** for their learning and responsible for their actions.
- **Resilient** to the challenges that face them; in lessons and around school and as they grow through life.
- **Reflective**; understand what they do well, what they could do better and how they can all help each other grow and develop.





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Job Description – Teaching Assistant Resource Base for Cognition and Learning (Level 3)

Responsible to: SENCO and Resource Base Manager

Grade: GR3

Post Purpose: Tile Cross Academy recognises that each young person is an individual and is committed to ensuring that no student feels that they are at a disadvantage to their peers. The aim of the Resource Base is to equip each young person with skills and strategies to enable them to access, enjoy and succeed in school, allowing them to achieve their full potential in a mainstream education.

1.0 JOB PURPOSE:

- 1.1** This level is applicable to experienced teaching assistants whose working role calls for competence across a varied range of responsibilities.
- 1.2** To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.
- 1.3** To support students with Cognition and Learning to access a mainstream education including 1:1 support where required

2.0 DUTIES AND RESPONSIBILITIES:

Support for pupils (either individually or in groups)

- 2.1** Support the activities of individuals or groups
- 2.2** Establish and maintain relationships with individual pupils and groups.
- 2.3** Contribute to Individual Education Plans as appropriate.
- 2.4** Support pupils in learning activities during structured and unstructured times
- 2.5** Promote pupils' social and emotional development.
- 2.6** Contribute to the health and wellbeing of pupils.
- 2.7** Provide support for bilingual/ multilingual pupils (where appropriate to the focus of the role).
- 2.8** Support children with specific needs (where appropriate to the focus of the role), for example, sensory and/ or physical impairment, cognitive or learning difficulties, behavioural, emotional and social development needs, communication and interaction difficulties and personal care needs
- 2.9** Support pupils with literacy and numeracy skills
- 2.10** Plan and deliver appropriate interventions to ensure progress in Literacy, Numeracy skills and social skills
- 2.11** Support pupils to access the curriculum.
 - Support pupils in their Social Emotional and Mental Health development
 - Support pupils in meeting their Education and Health Care Plan targets
 - Act as an advocate for pupils with Autism by communicating their needs to school staff
 - Lead on the evaluation and review of interventions programmes including their effectiveness

Support for the teacher(s)

- 2.12** Observe and report on pupil performance
- 2.13** Contribute to the planning and evaluation of learning activities.
- 2.14** Assist in preparing and maintaining the learning environment.
- 2.15** Contribute to the management of pupils' behaviour.
- 2.16** Contribute to maintaining pupils' records
- 2.17** Support the maintenance of pupils' safety and security.
- 2.18** Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson



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- 2.19** Undertake routine marking in line with school policy
- 2.20** Provide general administrative support, for example, administer coursework, produce worksheets etc.
- 2.21** Undertake joint home visits as appropriate.
- 2.22** Contribute to Education and Health Care Plan Annual Reviews

Support for the school

- 2.22** Support the development and effectiveness of teamwork within the school environment
- 2.23** Develop and maintain working relationships with other professionals
- 2.24** Liaise with parents as appropriate
- 2.25** Review and develop own professional practice
- 2.26** Work as required across the curriculum and in all Key Stages within the school in accordance with the job

Support for the curriculum

- 2.27** Support the use of information and communication technology in the classroom
- 2.28** Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- 2.29** To ensure their tasks are carried out with due regard to Health and Safety
- 2.30** To participate in appropriate professional development including adhering to the principle of performance management.
- 2.31** To adhere to the ethos of the school
 - 2.31.1** To promote the agreed vision and aims of the school
 - 2.31.2** To set an example of personal integrity and professionalism
 - 2.31.3** Attendance at appropriate staff meetings
- 2.32** Any other duties as commensurate within the grade in order to ensure the smooth running of the school, as requested by your Line Manager, Head of Academy or the Executive Headteacher.

Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a line manager to undertake work of a similar level that is not specified in this job description

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



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Person Specification – Teaching Assistant (Level 3)

<u>ATTRIBUTES</u>	ESSENTIAL
<i>Education/ Qualifications (NB full regard must be paid to overseas qualifications)</i>	NVQ Level 3 for Teaching Assistants or equivalent. GCSE English and Maths at grade C or above (or equivalent)
<i>Experience (Relevant work and other experience)</i>	Experience of supporting children in a classroom environment, including those with special educational needs. Experience of using Information Technology to support students in the classroom.
<i>Skills and Abilities (eg written communication skills, dealing with the public)</i>	Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment. Knowledge of the SEN Code of Practice. Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development range of the students. Ability to provide classroom cover – with agreed parameters – in the absence of the class teacher. Ability to consistently and effectively implement agreed behaviour management strategies. Ability to use language and other communication skills that students can understand and relate to. Ability to establish positive relationships with students and empathise with their needs. Ability to demonstrate active listening skills. Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs, encouraging the students to stay on task. Ability to monitor the students' response to the learning activities and, where appropriate, modify and adapt the activities as agreed with the teacher to achieve the intended learning outcomes.



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Skills and Abilities (eg written communication skills, dealing with the public) (continued)	Ability to carry out and report on systemic observations of students' knowledge, understanding and skills. Ability to assist in the recording of lessons and assessment as required by the teacher. Ability to offer constructive feedback to students to reinforce self-esteem. Ability to work effectively and supportively as a member of the school team. Ability to work within and apply all school policies, e.g. Behaviour Management, Child Protection, Health and Safety, Equal Opportunities.
Training	Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge.
Other	Willingness to maintain confidentiality on all school matters.

Tile Cross Academy is an equal opportunities employer. We are committed to creating a diverse and inclusive workplace where everyone feels respected and valued. We encourage applications from all individuals regardless of race, gender, disability, sexual orientation, or age.

We are part of Washwood Heath Multi Academy Trust, welcoming students from 11 years old to 16 years old, providing a standard of academic excellence for secondary and education. We are very proud of the positive learning experience offered to our students and the support available to ensure they achieve their full potential.

We offer:

- an excellent induction program within a friendly and supportive environment
- offer a whole range of opportunities to further develop colleagues' teaching skills and leadership potential, including a Supportive NQT Induction Process & Policy, Career Pledge for Teachers to support at each stage of career, paid opportunities to upskill via apprenticeship levy (right up to masters level).
- are creative and innovative in our approach to all aspects of school life
- have motivated, vibrant, multi-ethnic students and staff
- have a strong family ethos where individuals are respected and valued
- are part of the WHA Trust that provides numerous professional development opportunities

Informal conversations are warmly welcomed. Please contact **Amy Milner – PA to the Headteacher** amilner@tilecross.academy