

Arnold Academy
Teaching Assistant (Learning)
Recruitment Pack





Welcome to the Pyramid Schools Trust

At Pyramid Schools Trust, our uniqueness lies in our unwavering commitment to collaborative excellence.

We're not just educators; we're partners in shaping futures. What sets us apart is our genuine belief in the power of community and collaboration.

In every aspect of our practice, from curriculum development to pastoral care, we place a premium on inclusivity and belonging. Our familial approach ensures that every partner, whether student, parent, or staff member, has a voice that is not just heard but valued.

This sense of belonging fosters a supportive environment where everyone can thrive. We achieve this through our ability to seamlessly integrate all-through education, spanning from early years to post-16, while staying true to our core beliefs of achievement, integrity, and enjoyment.

By providing a consistent framework for teaching and assessment across the trust, we ensure that every pupil has equal opportunities to excel. But what truly sets us apart is our relentless pursuit of excellence. Our vision is not just to provide education; it's to provide world-class opportunities that empower our learners to flourish in life. From our innovative curriculum to our dedicated staff, everything we do is geared towards achieving the best outcomes for all.

At Pyramid Schools Trust, we're not just building a brighter future; we're building a community where every individual can **achieve, belong, and contribute**. Together, we shape the future generation for success.

Steve Kelly, CEO





Welcome from the Headteacher at Arnold Academy

Dear Applicant,

Thank you for your interest in the post of Teaching Assistant (Learning) at Arnold Academy – a middle school, and part of the Pyramid Schools Trust. This role offers an excellent opportunity for someone looking to develop their career as part of a strong and supportive team.

Arnold is a wonderful school where everyone works together to achieve the very best for all its pupils and truly reflects our motto 'The best we can be in all that we do'. In staff we appoint, we look for someone with a love of learning, who is flexible, and is able to help our pupils achieve their goals.

We are situated on the edge of a thriving and popular village. Barton le Clay lies between the M1 and the A1, and many commute to Luton or Milton Keynes, or to London, but it retains a village feel, and there is a strong connection to the school.

This is a fast-growing area of the country, with challenges ahead as new housing is planned both in the village and in the wider area. We are also just five miles from Luton – one of the most diverse towns in the country - and many pupils make the journey from there each day.

Arnold was one of the prime movers towards forming the Pyramid Schools Trust, and continues to play a key role. The successful candidate will find our school governing body committed to supporting staff, but also not afraid to challenge. Staff at Arnold are dedicated, parents are supportive, and the school is full of talented, caring pupils.

We strongly recommend tours of the Academy and a chance for you to meet us prior to application, although this is not essential. Please email admin@aa.pstrust.co.uk in order to arrange a tour.

May I thank you for your interest and wish you good luck in the future if you are not successful on this occasion.

Kind regards

Pete Roberts - Headteacher

School Vision

At Arnold Academy, we aim to make every day enjoyable and successful for our children. We commit to ensuring our pupils have the best environment in which to flourish and nurture their talents and qualities. In addition to high academic achievement, we want our pupils to have a strong moral purpose, underpinned by positive values. By focusing on this, we aim to ensure that Arnold pupils understand their responsibilities and play an active and positive role in their community, both now and in their future lives.

Our aims reflect our commitment to high standards in a happy and purposeful atmosphere of high expectation.

Our aims are:

- To attain high standards of achievement, and ensure that every child fulfils their potential.
- To provide a high quality and stimulating curriculum.
- To provide a secure, challenging and happy environment in which our pupils enjoy learning.
- To extend children's understanding of themselves, of the world in which they live, and of the school and wider community.
- To engender positive values such as respect, tolerance and care so that our pupils have an understanding of others and the diverse society in which we live.
- To work in active partnership with parents and carers.
- To promote the highest standards of behaviour, good relationships and positive attitudes.
- To achieve confidence, independence, perseverance, co-operation and adaptability.
- To ensure equality of opportunity for all at Arnold Academy.

At Arnold Academy we have four CORE school values that underpin the culture of our school. They are:

- Community
- Opportunity
- Respect
- Environment

Pupils are reminded regularly of expectations at regular points throughout the day. Staff use assemblies, community time and opportunities within lessons to refer to our school culture and the values. We use a restorative approach to educating our young people around respect and kindness to others.



Job description: Teaching Assistant (Learning) (Including Midday Supervisor Role)

Job details

Pay Scale: Level 2A (Points 3 – 4) £18056 - £18339 pa (actual), term time only plus 5 training days

Hours: 31.5 hours per week – Monday to Thursday: 8.30am – 3.30pm & Friday: 8.30am – 2.30pm

Job Purpose

Under the instruction and guidance of teaching staff/managers, to undertake educational activities and attend to the educational, personal, and social needs of pupils in order to support their learning and development and to ensure their safety.

Main Responsibilities

- › Support pupils as directed by the Headteacher/SENDCo
- › To become familiar with and understand the specific needs of the child(ren) to be supported and provide learning support strategies to enable the best outcome for the child.
- › To attend to the educational, personal and social requirements depending on their needs.
- › To develop methods of promoting and reinforcing self-esteem.
- › To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- › Assist in devising and extending educational activities; including contributing to the development and implementation of individual learning plans and EHCPs.
- › Contribute to the assessment and record keeping of pupils' progress and achievements.
- › To participate in the evaluation of support programmes.
- › To provide regular feedback about the children to the class teacher and SENDCo.
- › To assist in maintaining high standards of classroom behaviour by working with individual and groups of pupils in developing expectations of acceptable personal and social behaviour.
- › To establish a supportive relationship with children.
- › To support the teaching of literacy, numeracy or other specific curriculum areas/specialisms as required and agreed with the Headteacher.
- › Under agreed academy procedures to assist with programmes of personalised special care such as physiotherapy, hydrotherapy or speech therapy under the direction of the appropriate specialist.
- › To work collaboratively with colleagues as part of a professional team.
- › Where appropriate, to develop a relationship to foster links between home and academy.
- › To be aware of, and follow, academy policies and procedures.
- › To be aware of any Health and Safety issues that may affect your work.
- › To attend safeguarding and Child Protection training and follow agreed academy procedures.
- › To be responsible, during the midday break, for the safety and general welfare and proper conduct of pupils.
- › To perform a weekly break duty.
- › To attend team meetings, participate in performance management arrangements and undertake training and development activities.
- › To maintain confidentiality at all times in respect of academy-related matters and to prevent disclosure of confidential or sensitive information.
- › To keep up-to-date and informed about recent developments in your job; to participate in annual professional development opportunities and to attend relevant in-service training.
- › To undertake tasks of a similar nature and level, as directed by the Headteacher, which may be determined from time to time.

Person specification

CRITERIA	ESSENTIAL	DESIRABLE
Education / Qualifications	<ul style="list-style-type: none"> • A minimum of 3 GCSE level A* - C including English and Maths (or equivalent). 	<ul style="list-style-type: none"> • NVQ Level 2/3. • Additional qualifications in supporting literacy or numeracy.
Experience	<ul style="list-style-type: none"> • Minimum of 6 months' experience of working with children in a classroom position, within the last 3 years. • Experience working with children with a range of additional needs. 	<ul style="list-style-type: none"> • 2 years' experience of supporting children (learning) in a school. • Knowledge /experience working with children with ASD and/or ADHD. • Experience of supporting children using specialised intervention programmes. • Experience using standardised assessments. • Experience of supporting children with personal care needs. • Willingness to undertake Team-Teach Training.
Skills / Knowledge / Aptitude	<ul style="list-style-type: none"> • Understanding of the educational needs of children. • Ability to contribute to the planning and development of educational activities. • IT skills appropriate for the classroom. • Ability to apply effective behaviour support strategies. • Ability to work independently as well as collaboratively with teachers and other staff. 	<ul style="list-style-type: none"> • Knowledge of how to effectively plan a range of educational activities to meet the educational needs of the children. • Understanding of how to modify lesson plans to suit specific needs of individuals.
Motivation	<ul style="list-style-type: none"> • Willingness to be flexible. • Willingness to undertake appropriate further training. • Commitment to an inclusive education for all. 	
Physical	<ul style="list-style-type: none"> • Ability to meet the physical needs of the role. 	
Other	<ul style="list-style-type: none"> • Willingness to acquire First Aid Qualification. • Must demonstrate the ability to speak fluent English at a level appropriate to be able to carry out the duties of the post. 	<ul style="list-style-type: none"> • Current First Aid Qualification