

Arnold Academy
Teaching Assistant
Chiltern Autism Provision
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 in our Chiltern Autism Provision 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. In this key position, you will primarily focus on supporting the learning of pupils from Autism ARP in attending mainstream lessons, directly contributing to their success in the classroom but also supporting them within the provision. Our Autism Provision is very successful due to the supportive environment we provide, to both students and staff.

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 Chiltern Autism Provision

Job details

Pay Scale: Grade 3A (Points 5 – 7) £18629 - £19226 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 the provision lead teacher and 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 for Pupils, with SEND, both in the Autism Provision and mainstream classes

- To support the ethos of the Autism Provision, aiding in delivering a nurturing, supportive, inclusive and ambitious school experience for our children
- To develop knowledge of a range of learning support strategies and to develop an understanding of the specific needs of the children to be supported.
- To attend to the educational, personal and social needs of pupils and any other requirements depending on the pupil's special needs and, wherever possible, make these part of the learning experience.
- Taking into account the learning support involved, to aid the children to learn as effectively as possible both in group and situations and on his/her own by, for example:-
 - clarifying and explaining instructions by differentiation
 - ensuring the child is able to use equipment and materials provided appropriately and safely
 - helping pupils to concentrate on and finish work set
 - meeting physical needs as required whilst encouraging independence
 - liaising with Leader of Chiltern and class/subject teacher about individual learning plans
 - developing appropriate resources to support the children.
- To work collaboratively and supportively with colleagues to provide high quality support
- Under agreed school procedures to assist with programmes of special care such as physiotherapy or speech therapy under the direction of the appropriate specialist.
- To plan for and teach small groups as directed and maintain up to date electronic/written records of achievements.
- To establish a supportive relationship with the children.
- To encourage acceptance and inclusion of the child with special needs.
- To develop methods of promoting and reinforcing the child's self-esteem.
- To promote and support the inclusion of all pupils in the learning activities in which they are involved.
- Whilst there may be a specific requirement to support a named pupil or pupils with an Education, Health & Care Plan, support to other pupils may also be required as directed by the head, provision lead teacher and / or teaching staff.
- To accompany children on educational visits and community activities, including walks of varying distances and occasional hill walks over uneven terrain.

Support for Teachers

- Within the overall plan set by the Leader of Chiltern and class teacher to assist in devising and extending educational activities and in preparation of the curriculum.
- To help assess and systematically record pupils' progress and achievements, using the results of this monitoring in further support work.
- To contribute to the maintenance of children's progress records, to include statutory Annual Reviews.
- To participate in the evaluation of the interventions used.
- To provide regular feedback about the children to teaching staff.
- To assist in maintaining classroom discipline by working with individual and groups of pupils in developing expectations of acceptable personal and social behaviour and help make them part of the learning experience.

Support for the Curriculum

- To support the teaching of curriculum areas/specialisms as required and agreed with the Headteacher and Chiltern Team, within both mainstream and the autism provision.
- To undertake further training as needed in order to support children at their cognitive level within the KS2 & 3 curriculum.

Support for the School

- To work collaboratively with colleagues as part of a professional team, in particular the Leader of Chiltern Class, class teachers and other teaching assistants; working at all times within the school's policies and procedures.
- Where appropriate, to develop a relationship to foster links between home and school.
- To contribute to reviews of children's progress, as appropriate, to include the annual review process.
- 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 be aware of, and follow, school procedures.
- To be aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences appropriately.
- To be aware of any Health and Safety issues that may affect your work.
- To exercise responsibility for ensuring fair and equal treatment of all staff and pupils.
- To assist in the general efficient operation of the school as directed by the Headteacher.
- To attend staff meetings, participate in performance management arrangements and undertake training and development activities.
- To maintain confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
- To be aware of Safeguarding and Child Protection procedures and adhere explicitly to the policy
- To be redeployed within the school as required, should the numbers within the provision reduce.

Specific Responsibilities:

- To provide assistance to Chiltern pupils under the guidance of Chiltern Class Teacher and subject teachers, especially in supporting literacy and numeracy development across both Key Stage 2 and 3, and in supporting the development of life skills and emotional regulation.
- To assist in monitoring and recording the pupil's attainment and learning needs.
- To maintain accurate and up to date records of pupils on the schools information management system and Chiltern monitoring.
- To supervise the children through their break and lunchtimes.
- To undertake tasks of a similar nature and level, as directed by the Chiltern Lead teacher/ headteacher which may be determined from time to time.
- To undertake training required to ensure an in-depth knowledge of autism and supportive strategies.

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. ● Training or further qualification in supporting children with Autism.
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 in the 9-13 age range in a school. ● Knowledge /experience working with children with Autism, ADHD, PDA, Sensory Processing Disorder, dyspraxia and/or dyslexia in school. ● Experience of working with support agencies and implementing their advice.
Skills / Knowledge / Aptitude	<ul style="list-style-type: none"> ● Ability to contribute to the planning and development of educational activities. ● IT skills appropriate for the classroom. ● Ability to remain calm under challenging circumstances and show high levels of patience. ● Ability to work independently as well as collaboratively with others and become part of a cohesive team. ● Demonstrate emotional literacy and use supportive skills to draw out the best in young people. 	<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. ● Knowledge of Autism and of appropriate strategies to support children with Autism in social and learning environments. ● Knowledge of assessment procedures. ● Knowledge of Autism, ADHD, PDA, Sensory Processing Disorder, dyspraxia and/or dyslexia in school. ● Knowledge of visuals software and making learning aids.
Motivation	<ul style="list-style-type: none"> ● Willingness to be flexible, nurturing, firm, patient, and calm. ● 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 and be able to undertake Team Teach. 	
Other	<ul style="list-style-type: none"> ● Understanding of the importance of Values Education ● Have a positive attitude towards inclusivity. 	