



WE ARE ASTREA

**TEACHING ASSISTANT
HEXTHORPE PRIMARY SCHOOL
Part of Astrea Academy Trust
Applicant Brief**





Thank you for your interest in this role within Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the department for Education as being well placed to **raise standards** and **achieve excellence** for pupils in a growing number of academies.

We are an **inclusive**, all-through Trust that was established to tackle historic **educational disadvantage** and to play our part in the **social regeneration** of the areas in which we work and we are presented with a rare opportunity to make a real difference to the lives and **life chances** of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving **long term sustainability** for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of **'one Astrea'** across our academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and **development** opportunities across the Trust. The Trust provides a strong culture of **collaboration** and **support**, together with **high expectations** for staff and pupils alike.

Those we recruit can demonstrate that they **share our values**, are highly motivated to work with colleagues in and beyond their academy to **continuously develop** their skills and pursue **professional excellence**; are committed to providing the highest standards of teaching for all children and to ensuring each child, irrespective of socio-economic background, circumstance or ability, has **equity of access** to an educational experience that supports their **individual needs**.

If this is you, then we would be delighted to receive your application.

Rowena Hackwood

CEO



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OPEN LETTER FROM NICOLA PARKER-WATTS

Dear Candidate,

We are delighted that you are interested in applying for this role at Hexthorpe Primary Academy.

Hexthorpe Primary is a highly popular academy, with a warm, caring, friendly ethos, serving a diverse community. We truly believe that our role in school is to inspire the pupils and one another beyond measure.

We currently have over 400 pupils on roll, with capacity for 682 as the school continues to grow. The building has 22 classrooms, superb facilities and an exciting curriculum, which our pupils thoroughly enjoy. Parents actively support their children and engage in many aspects of school life. We would love for you to visit our school so you can see for yourself what a great place Hexthorpe Primary Academy truly is.

We are keen to hear from you if you:

- care about children and enhancing their academic and social experiences
- are highly motivated and enthusiastic
- are creative and innovative
- are an effective communicator
- are committed to your own professional learning
- can demonstrate high standards in yourself and your work and expect high standards from others
- are able to demonstrate enthusiasm and flexibility with the capacity to contribute to the wider aspects of the school life
- are committed to your own professional learning and are reflective in your practice
- are aspirational for yourself and the academy

We can offer you:

- enthusiastic and caring children who are keen to learn and parents who show a keen interest in the education and welfare of their children
- a commitment to your continuing professional learning and career development
- a well-resourced working environment
- a hardworking team who are committed to promoting high achievement across the curriculum and school
- a good humoured, industrious, highly skilled and enthusiastic staff team
- supportive and effective leadership

Nicola Parker-Watts

PRINCIPAL

HEXTHORPE PRIMARY



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A STREA ACADEMY TRUST

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure Astrea reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.





A STREA ACADEMY TRUST VALUES

The work of Astrea Academy Trust is underpinned by five core Value Partners:

- Responsibility and Leadership;
- Enjoyment and Innovation;
- Aspiration and Development;
- Collaboration and Inclusion; and
- Honesty and Integrity.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#AstreaStars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**



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AFEGUARDING & CHILD PROTECTION POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way, that their behaviour may be challenging and that they may struggle to engage with school life. We will always take a considered and sensitive approach in order that we can support all our pupils.

The Trust's Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education (2019)

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2019.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff



employed by contractors.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.

SAFER RECRUITMENT & PRE-EMPLOYMENT CHECKS

Astrea is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks may also need to be taken prior to commencing employment.

New employees will not commence work until all relevant checks have been completed.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will not** be accepted.

Enhanced Checks

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared;
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
- If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;



- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered ‘not applicable’ where your duties have not brought you into contact with children or young people.

Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

References & Verifications

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.



A PPLICATION PROCESS

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

Please send your completed Application Form to our recruitment team:

lisa.bann@astreaacademytrust.org

CVs will **not** be accepted in place of a completed Application Form.

Invite to Interview

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.



A SSESSMENT PROCESS

Applications will be assessed against the job description. Successful applicants will be invited to the selection process.

The interview process will comprise of two stages; candidates who successfully complete the first stage will be invited back to complete the final stage interview. Details of this will be communicated at the time. Candidates will need to be available to interview on Thursday 5th November 2020.

Whilst it is our preference to hold these interviews face-to-face, the on-going pandemic and current limited school openings, may lead us to decide to hold these remotely via Microsoft Teams. Should interviews progress on a face to face basis, each candidate will be required to undertake a personal risk assessment so that we can ensure all appropriate health and safety protocols are in place.

Should you have any questions regarding the interview process, please email:
lisa.bann@astreahexthorpe.org



JOB DESCRIPTION

JOB TITLE	Teaching Assistant
REPORTING TO	Principal / The SENCo / TBM / LEC
SALARY RANGE	NJC Grade 5, points 4-6 (actual salary £13,167 - £14,342)
HOURS	30 hours per week, term-time only
LOCATION	Hexthorpe Primary School

Key Responsibilities

- To assist the teacher in the raising of attainment by ensuring that all pupils have equal opportunity to fulfil their full potential.
- To provide care and support for all pupils to ensure their safety and well-being.
- To foster enjoyment, enthusiasm and independence in learning.
- To contribute to the development of confident, caring pupils who show a sense of responsibility and pride in themselves and the school.
- To assist in the provision of a tidy, welcoming and stimulating environment.
- To assist in the smooth running of the school.

Supporting the Pupil

- To plan, deliver and implement work programmes to individuals, and groups of pupils under the direction and supervision of the teacher, enabling them to achieve maximum access and participation in the National Curriculum.
- To establish constructive working relationships with pupils, setting high expectations and acting as a positive role model.
- To provide learning support for pupils, to help them learn effectively as individuals, in groups or whole class situations
- To assist, the class teacher (and other professionals as appropriate), in the development of suitable programmes of support (Individual support plans), including those for any pupils with Education Health Care Plans.
- To implement specific support programmes for individuals and groups under the direction of the class teacher, the SENCo.
- To participate in the evaluation of the support programme.
- To contribute to the maintenance of pupils' progress records.
- To promote the inclusion and acceptance of all pupils within the classroom.
- To encourage pupils to interact and work co-operatively with others.
- To promote independence, confidence and self-esteem.
- To provide feedback to pupils in relation to progress and achievement.

Supporting the Curriculum

- Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.



- Use ICT effectively to support learning activities and develop pupils' competence and independence in its use.
- Supported by the class teacher select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds.

Supporting Teaching and Learning

- To work under the direction of the teacher and to be involved in the planning, monitoring and evaluation of pupil learning.
- To share responsibility with the teacher for the delivery of relevant initiatives within the assigned class.
- To provide regular feedback about the pupils to the teacher.
- To assist in maximising the use of ICT in the learning process under the direction of the class teacher.
- Implement policy and practice for assessing, recording and reporting on pupil achievement in line with school policy.

Supporting the School

- To be aware of, and comply with **all** school policies and procedures e.g. child protection, health, safety and security, confidentiality and data protection etc. Report any and all concerns to an appropriate person.
- To contribute to the overall vision/ethos/work/aims of the school.
- To establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- To contribute to reviews of pupils' progress, as appropriate.
- To attend all relevant in-service training.
- To undertake out of school learning activities as required e.g. school visits, swimming lessons etc.
- To carry out break duty supervision in accordance with the rota.
- To administer first aid within school policy and practice, as and when required.
- To carry out tasks as required to support the smooth and efficient running of the classroom and school.
- To assist the school's Pastoral Team with pupil pastoral issues.
- Administer and assess routine tests and invigilate exams where relevant
- To carry out any other tasks as reasonably directed by the Head Teacher.

The Postholder's duties must be carried out in compliance with the school's policies and procedures.

The Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal. Aspects of this job description are open to negotiation between the successful candidate and the Principal.

Visits to the academy are warmly welcomed. Please call the academy on 01302 852245 if you would like to arrange a visit.

All completed applications must be returned directly to the School Business Manager either by post or email lisa.bann@astreahexthorpe.org

The appointment is subject to a satisfactory enhanced disclosure from the DBS.

Closing date: Monday 2nd November 2020, 9am

Shortlisting date: Tuesday 3rd November 2020



Interview date(s): Thursday 5th November 2020

PERSON SPECIFICATION

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

Attributes	Criteria	How Identified	Rank
Relevant Experience	Previous experience working with children in Primary Education.	Application form / Interview / Reference	Essential
	Using ICT to support learning.		Desirable
Education and Training	Willingness and ability to obtain and/or enhance qualifications and training for development in the post	Application form / Interview / Reference / Examination of Certificates	Essential
	At least 3 GCSE preferably in English and Maths		Desirable
	First Aid Certificate		Desirable
	NVQ Level 2 or equivalent.		Desirable
General and Special Knowledge	Basic understanding of child development and learning.	Application form / Interview	Essential
	Knowledge of national curriculum and other learning programmes.		Essential
	Child Protection Procedures.		Desirable
	Knowledge of general school policies and procedures.		Desirable
	Knowledge of the Early Years curriculum		Desirable
Skills and Abilities	Good literacy/numeracy skills	Application form / Interview	Essential
	Good communication and interpersonal skills		Essential
	Good behaviour management skills		Essential
	Ability to relate well to children and		Essential



	<p>adults</p> <p>Kind, caring and compassionate Good sense of humour</p> <p>Ability to work as part of a team Willingness to attend additional training where required</p> <p>High professional and personal standards</p> <p>Ability to deal appropriately with challenging situations.</p>		<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
Additional Factors	<p>Can operate with the highest standards of personal conduct, discretion and integrity.</p> <p>A willingness to share information and expertise.</p> <p>A commitment to ongoing personal development.</p> <p>A flexible approach to accommodate the changing needs of the academy.</p>	Interview	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>

This is not exhaustive.