



WE ARE ASTREA

Teaching Assistant Gooseacre Primary Academy 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.



O PEN LETTER FROM PRINCIPAL

Dear Candidate,

Thank you for your interest in this role at Gooseacre Primary Academy. It is an extremely exciting time for Gooseacre Primary Academy, as we continue to strengthen shared practices and collaboration, with a shared focus on improving pupil outcomes across all phases of education.

Gooseacre Primary Academy judged as “good” in March 2020 by Ofsted. with the recognition that the academy has a “strong culture of learning and achievement runs through the school.” and that “Gooseacre Primary Academy is a happy, caring community and pupils thrive here”.

We are committed to ensuring that each child is developed to their full potential in all aspects of education, not solely just attainment. The qualities and dispositions of Resilience, Empathy, Aspiration, Contribution and Happiness are key to what we believe and what we must encourage and develop in our academies and pupils.

Staff within our academy and trust will benefit from a wide range of networks and development opportunities. We offer a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

I very much hope you are interested in joining our academy / trust at this exciting time in our journey. I look forward to meeting with you and receiving your application.

Best Wishes,

Kay Godfrey
Gooseacre Primary Academy



C ONTENTS

Page 5	Astrea Academy Trust
Page 6	Astrea Academy Trust Values
Page 8	Safeguarding & Child Protection Policy
Page 9 - 10	Safer Recruitment & Pre-employment Checks
Page 11	Application Process
Page 12	Assessment Process
Page 13 - 14	Job Description



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 mental or physical 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 (2020)

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 2020.

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.



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AFER 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 by Midday 16th October 2020 :
diane.robinson@astreagooseacre.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.



ASSSESSMENT PROCESS

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

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:
diane.robinson@astreagooseacre.org



JOB DESCRIPTION

Position: Teaching Assistant

Salary Range: Grade 3 £19,312 - £19,698 Pro Rata (27.5 Hours per Week, Term Time Only, Temporary to 31.08.21)

Reporting to: SENDCO / Principal

Location of this position: Gooseacre Primary Academy

Purpose of this role: Provide in-class support, 1:1 support across the primary age range including lunchtime support

Main Purpose

To work under the guidance of Teaching staff or Higher Level Teaching Assistants to implement agreed work programmes with individuals / groups both within and out of the classroom. This may include the use of detailed and specialist knowledge in particular areas including SEND and behaviour support and will involve assisting the Teacher in the whole planning cycle and with the management / preparation of resources.

The postholder may also supervise whole classes occasionally during the short-term absence of Teachers, when the primary focus will be to maintain good order and to keep pupils on task.

Duties and Responsibilities

1.Support for pupils

- (i) Use specialist (Curricular / Learning) skills / training / experience to support pupils.
- (ii) Assist with the development and implementation of individual Education Plans.
- (iii) Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- (iv) Promote the inclusion and acceptance of all pupils within the classroom.
- (v) Support pupils consistently whilst recognising and responding to their individual needs.
- (vi) Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- (vii) Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- (viii) Provide feedback to pupils in relation to progress and achievement.

2. Support for the Teacher

- (i) Work with the Teacher to establish an appropriate learning environment.
- (ii) Work with the Teacher in lesson planning, evaluating and adjusting lesson / work plans as appropriate.
- (iii) Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.
- (iv) Provide objective and accurate feedback and reports, as required, to the Teacher, on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- (v) Be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems / records as requested.
- (vi) Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school policy and encourage pupils to take responsibility for their own behaviour.
- (vii) Liaise sensitively and effectively with Parents / Carers as agreed with the Teacher within your role / responsibility and participate in feedback sessions / meetings with Parents / Carers.
- (viii) Administer and assess routine tests and invigilate exams / tests.
- (ix) Provide general clerical / administrative support, e.g. administer coursework, produce worksheets for agreed activities etc.

3.Support for the Curriculum

- (i) Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
- (ii) Implement local and national learning strategies, e.g. Literacy, Numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- (iii) Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- (iv) Help pupils to access learning activities through specialist support.
- (v) Determine the need for, prepare and maintain general and specialist equipment and resources.

4. Support for the School

- (i) Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.
- (ii) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.



- (iii) Contribute to the overall ethos / aims of the school.
- (iv) Establish constructive relationships and communicate with other agencies / professionals, in liaison with the Teacher, to support achievement and progress of pupils.
- (v) Attend and participate in relevant meetings as required.
- (vi) Participate in training and other learning activities as required.
- (vii) Recognise own strengths and areas of expertise and use these to achieve and support others.
- (viii) Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- (ix) Undertake planned supervision of pupils' out of school hours learning activities.
- (x) Supervise pupils on visits, trips and out of school activities as required.

QUALIFICATIONS AND TRAINING	Essential/ Desirable
GCSE C or above in Maths/numeracy and English/literacy.	E
NVQ 2 for Teaching Assistants or equivalent qualification or experience	E
Training in relevant learning strategies e.g. Thrive	E
Willingness to undertake appropriate first aid training.	E
EXPERIENCE	
Minimum 2 years experience working with and or caring for children of relevant age/subject area, in an educational setting.	E
General understanding of national curriculum and other basic learning programmes/techniques.	E
Basic understanding of child development and learning.	E
Ability to relate well to children and adults.	E
General awareness of inclusion, especially within a school setting.	E
Experience of working with children with social, emotional & behavioural needs	E
KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB	
Ability to provide support for pupils, including those with special needs, ensuring their safety and access to learning activities.	E
Ability to utilise strategies to support pupils in achieving learning goals	D
Promote good pupil behaviour, and deal promptly with conflict and incidents.	E
Ability to undertake pupil record keeping as requested.	E
Ability to provide support for structured and agreed learning activities/learning programmes, taking into consideration pupils learning styles.	E
Understanding of how to support Literacy/Numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.	D
Awareness of procedures relating to child protection, health, safety and security, confidentiality and data protection.	E
SKILLS AND ABILITIES : Ability to	
Establish good working relationships with pupils acting as a role model.	E
Encourage pupils to interact with others and engage in activities led by the teacher.	E
Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.	E
Ability to form and maintain appropriate relationships and personal boundaries with children and young people;	E
Emotional resilience in working with challenging behaviours	E
Provide detailed and regular feedback to teachers on pupils' achievements and progress.	E
Support the use of ICT in learning activities and develop pupils' competence and independence in its use.	E
Work as part of a team appreciating and supporting the role of other people in the team.	E
Support the change process, remaining positive during times of change.	E
Build and maintain successful relationships with pupils.	E
Continually improve your own practice.	E