

# Teaching Assistant 1:1

**Henry Hinde Junior School**



Exciting  
futures  
grow from  
strong roots



## Teaching Assistant

Henry Hinde Junior School has an exciting opportunity for a Level 2 Teaching Assistant to join their team. The successful candidate will support the learning and well-being of students throughout the whole school and to promote a positive environment to enable them to access their education. The post requires an individual who is able to work as part of a team, support class teachers, and manage a student in a 1:1 and whole class setting. The successful candidate will be able to establish an excellent relationship with the student who has been diagnosed with Autism.

You will enjoy support and guidance from a friendly team who work together and aim to give the best possible educational experience for their students.

The successful candidate will:

- Be able to build effective working relationships with pupils and adults
- Be committed to supporting pupils to succeed
- Be able to contribute to the successful team

### Job Specifics:

**Start Date:** December 2021  
**Salary:** NJC07 £20,092.00fte – NJC 11 £21,748.00fte pro rata  
*Actual salary £11,325.42 to £12,258.88*  
**Hours:** 25, Monday to Friday 08:15 – 13:15.  
**Contract:** Fixed-term until 31 August 2021

**Closing Date:** Friday 12 November, 9am

**Interviews:** Tuesday 16 November

### Why work for Henry Hinde Junior School?

- We are an average sized junior school committed to supporting all members of the school community to succeed
- We are an improving school, well respected within the local community
- You'll be working within a community of passionate, committed colleagues who genuinely support each other
- A staff wellbeing team implements various strategies to boost staff engagement including various activities and events
- Excellent opportunities to develop and grow in the successful and expanding Transforming Lives Educational Trust, a growing Multi-academy Trust based within the local community

## How to Apply

Please read the information in this pack. If you decide to apply you should write a letter of application addressed to the Principal, your letter should be no more than two sides of A4, giving your reasons for applying for the post, addressing information you have read in the pack and particularly the person specification, and outline any relevant experience and personal qualities you would bring to the Trust. Please do not send a general letter; we are really looking for someone who is prepared to respond to us as an individual school within the Transforming Lives Educational Trust. You can be sure that we will take time and care in reading your letter; we appreciate how much time and energy goes into writing it.

An application form can be downloaded from our website, [TLET vacancies](#), please return your completed application to [career@tlet.org.uk](mailto:career@tlet.org.uk)

### **We look forward to hearing from you!**

If you have any questions about the role or would like to visit Henry Hinde Junior School, please email Crystal Barry, HR Officer at [careers@tlet.org.uk](mailto:careers@tlet.org.uk)

## Safeguarding

### **We believe in the safeguarding and welfare of children and expect all staff to share this view.**

The Transforming Lives Educational Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer. The Trust reserves the right to interview and appoint a suitable candidate before the deadline date.

The Department for Education (DfE) has set out statutory guidance *Keeping Children safe in Education* for schools and schools on safeguarding.

Safeguarding is defined in paragraph 4 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.*

The definition of ‘children’ includes everyone under the age of 18.

## **Information for Candidates**

### **Welcome from The Chair and CEO Of Transforming Lives Educational Trust**

Thank you for the interest you have shown in Henry Hinde Junior School and the wonderful opportunity to work here.

We hope that this pack gives you an insight into our remarkable school and why we are justifiably proud of it, our pupils and staff.

Ofsted reported that after a period of instability, senior and middle leaders are turning things around and demonstrate good capacity for more sustained improvement. That does not mean that we want to rest on what we have achieved – the school recognises that we can continue to make progress and raise the bar higher.

As the school is part of an ambitious multi-academy trust, the Transforming Lives Educational Trust, the preferred candidate will have the desire and commitment to work with the Trust to support our strategic objectives and growth strategy, which includes the opening of a new free school in 2021.

Please take the time to review the information in this pack. Please contact our HR department or the school if you have any questions.

Kind regards  
James Higham  
Chief Executive Officer

## **Welcome from The Principal of Henry Hinde Junior School**

Thank you for your interest in our school.

I am really pleased that you are considering applying to this exciting post at our school. I also know that recruitment is a two-way process. We are looking for the right person for the position; someone who really buys into our vision of ensuring that all pupils have the right opportunities to maximise their potential in all areas. You are looking for the right school in which to develop and progress, to contribute to the success of others and to get the support that you need to feel happy in your role. We hope that you agree that Henry Hinde Junior is the school for you.

If you would like to learn more about our school before applying, please ring the school office either to arrange a visit or to speak to someone about the school.

At Henry Hinde Junior School, everybody counts. Staff and pupils will talk about the support they get from each other – we truly are a community. Our key aim is to give every child the opportunity to flourish and develop into life-long learners, engaged in the world around them and ready to take their place in the world as resilient, caring, disciplined, well-educated and employable adults.

If you want to teach and develop in a highly effective team, contribute to our excellent standards and have high aspirations for young people then Henry Hinde Junior School is the right school for you!

We look forward to meeting with you, so you too can appreciate our wonderful school and its community.

Jennie Nurse  
Principal

### Transforming Lives Educational Trust

The Transforming Lives Educational Trust (TLET) was established in October 2016 and is a Charitable Trust and Company Limited by Guarantee. TLET grew out of a partnership between a high performing secondary school and primary school in Rugby, Warwickshire. The desire to work together arose from continuing population growth in the local community, our belief that we can shape and influence practice wider than our current schools, and the desire to provide the community with more high-quality school places. The Trust currently comprises of a secondary academy, Ashlawn and an infant academy, Henry Hinde, with the addition of an established Teaching School Alliance, a sponsored junior academy, Henry Hinde Juniors and a secondary free school (Houlton School) due to open in Rugby in 2021. Currently we are responsible for approximately 2200 children and young people, 350 employees and £13m of public money.

### Our Vision

#### Learning Today for the World of Tomorrow

The Transforming Lives Educational Trust believe in the transformative power of learning and its singular ability to broaden horizons, deepen perspectives and extend potential. We want our family of academies to provide a springboard for our children, young people and staff so that they become exemplary citizens who strive to stretch their potential and become transformers in a diverse and ever-changing world.

### Our Principles

Ensuring the Quality of Teaching and Learning - *we shall do this through:*

- implementation of best practice and proactively raising standards
- collective accountability for pupil/student progress, attainment and enrichment
- currency of occupational competence and professional development
- child centred funding enabled learning NOT funding driven enabled learning

Ensuring an Inspiring Learning Environment - *we shall do this through:*

- establishing a culture based on openness, respect, integrity, and inclusivity
- application of innovative systems of learning and pedagogy
- resourcing according to learning and educational demand
- utilisation of best fit learning environments within and across the Trust

Ensuring Financial Viability - *we shall do this through:*

- driving efficiency through funding leverage and economies of scale
- operating shared central and/or distributed services
- managing through approved and monitored call down budgets
- setting financial KPIs and efficiency metrics

## **Our Values**

To help us fulfil our vision, we have a number of core values that drive all that we do. These serve as our guiding principles and should be nurtured for their own sake. We believe that our values stand the test of time and allow us to stay true to our purpose.

Our values are built around five key beliefs that we believe make us trustworthy by everyone within, or considering joining, the TLET. We believe that trusted relationships should underpin all that we do and achieve, and we place no higher importance than that on our values. Put simply, we aim for others to have trust in the Trust.

**T**end the team – *listening to, sharing with and learning from others so that we nurture the potential of all (loyalty)*

**R**each for excellence – *only comparing ourselves to the best – seeking to match and then surpass it (excellence)*

**U**talise innovation – *seeking forefront thinking and creativity, and leading the change (courage)*

**S**eize success – *holding on to our mission and building on our achievements (tenacity)*

**T**hank as you go – *recognising the contribution of others to the Trust's successes (kindness)*

TRUST therefore helps us ensure that the organisational behaviours across our family of academies are consistent and of the highest standard. We expect all our academies to abide by these values, especially when making difficult decisions – indeed, no value is more or less important than another, and all need to be upheld in our day-to-day behaviours and actions.

TRUST helps us to do just that – to provide all staff and learners, especially those new to the TLET, guidance on how we do things. It is our moral compass and guides us, helping us to realise success in being the best we can be.

### **Our Strategic Aims:**

Below are listed the core objectives for the Trust. It is the responsibility of all employed and associated with the organisation to work towards the furtherance of these objectives:

- Our children achieve more, and make better progress, by attending a TLET academy than would otherwise be expected.
- Others hold our academies, and the Trust, in the highest regard.
- Our accommodation and premises are safe, well maintained and with facilities that are constantly improving.
- Infrastructure and management systems are effective and cohesive, underpinned by sound financial management.
- Our Trust operates at least seven academies, with due regard to growing responsibly, sustainably and with a mix of primary and secondary phased academies.
- The welfare of our children and staff is promoted effectively in a safe environment where they are protected from harm.

In addition, we are also proud to have the Ashlawn Teaching School as the professional development centre for schools, academies and trusts in the Midlands. Our purpose is to provide high quality training, support and induction for the teaching profession.

## About Henry Hinde Junior School

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Henry Hinde Junior School is a two-form entry junior school in Bilton, a western suburb of Rugby, and serves families from the immediate area. The academy is situated in extensive grounds and with a range of indoor and outdoor facilities. The academy enjoys a strong partnership with its feeder infant school, which is also a TLET academy, as well as supportive relationships with other TLET academies and the local consortium of primary schools.

The School currently has 244 pupils on roll which makes it an average-sized junior school. A small number of pupils speak English as an additional language. The proportion of pupils with SEND is above that of most schools. A higher than average proportion of pupils are eligible for free school meals and come from disadvantaged families.

Henry Hinde Junior is a warm, happy school. Our facilities and resources complement a positive, purposeful atmosphere in which everyone works hard and with purpose.

The school is an exciting place in which to learn. We pride ourselves on being a forward-thinking and exciting centre of learning.

Enrichment opportunities are also a key part of our school life. Henry Hinde Junior has a strong heritage in the cultural, creative and leadership activities which extend learning.







## Job Description

### Job Description

<b>Role:</b>	<b>Teacher Assistant 1:1 (Level 2)</b>
<b>Hours:</b>	33.75
<b>Working weeks:</b>	Term time plus 3 teacher training days
<b>Salary:</b>	NJC07 £20,092.00fte – NJC 11 £21,748.00fte pro rata <i>Actual salary £11,325.42 to £12,258.88</i>
<b>Academy/College:</b>	Transforming Lives Educational Trust
<b>Contract</b>	Support Staff terms and conditions
<b>Responsible to:</b>	Principal

#### **MAIN ROLE AND RESPONSIBILITIES:**

Teaching Assistants make the education of their pupils/students their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teaching Assistants act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teaching assistants up-to-date and are self-critical; forge positive professional relationships; and work with others in the best interests of their pupils/students.

The postholder is accountable for:

- Promoting inclusion and acceptance of all pupils/students, encouraging them to interact and work cooperatively and engage in learning;
- Promoting independence and development of self-esteem;
- Assisting in the personal, social, emotional development of pupils/students and development of self-esteem;
- Assisting with the development and implementation of IEPs/behaviour plans;
- Using specialist skills/knowledge/training to provide support in specialist areas;
- Working with pupils/students with complex special needs, monitoring and providing for general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs;
- Encouraging and reinforcing positive interactions between pupils/students working within any behaviour targets set;
- Monitoring individual/group achievements of key objectives and provide feedback to the teacher;
- Having an up-to-date understanding of the role and responsibilities of a level 2 post;
- Contributing to the overall ethos/work/aims of the school;
- Establishing constructive relationships and communication with other agencies/professionals, in liaison with the teacher.

#### **Curriculum support:**

- Contributing to curriculum planning and evaluation and assisting in its implementation;
- Assisting in the delivery of lessons/sessions and interacting with the teacher and pupils/students as required;
- Undertaking agreed learning activities/teaching programmes, adjusting activities according to pupil/student responses;
- Supporting and using ICT in learning activities and develop pupils'/students' competence and independence in its use;
- Preparing, maintaining and using the equipment and resources required to meet the learning activities and assist pupils/students in their use;
- Undertake programmes linked to local and national learning strategies, recording achievement and progress and feeding back to the teacher.

**Support for pupils:**

- Supporting individuals or groups during independent / group work e.g. explain tasks, reinforce key objectives/ concepts or vocabulary, use practical apparatus, support less able pupils/students, extend/challenge more able, keep pupils/students on task, interested, motivated and engaged;
- Supporting the whole class for short periods;
- Delivering planned learning activities to larger groups of children following appropriate training and provision of resources;
- Supporting the preparation of and follow-up for educational visits and assist with their supervision, in accordance with an appropriate risk assessment and guidance;
- Helping pupils/students to develop communication skills;
- Identifying and reporting uncharacteristic behaviour patterns;
- Assisting with pupil/student supervision on trips off the premises, under overall guidance of the teacher;
- Using physical intervention strategies following training (e.g. Team Teach) if appropriate.

**Support to teacher:**

- Assisting with lesson/activity planning, delivery and evaluation;
- Undertaking marking of work under the direction and guidance of the teacher;
- Contributing to pupil/student assessment through observation and reporting;
- Recording information relevant to assessment and review of pupils'/students' progress
- Attending IEP and statement review meetings;
- Supporting implementation of strategies to manage pupil/student behaviour;
- Actively involved in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources;
- Undertaking routine and non-routine administrative tasks;
- Liaising with parents/carers, specialist teachers and other professional staff, share and provide information;
- Assisting with the development and maintenance of the outdoor classroom and its activities and extend outdoor activities with children, where applicable.

**Support to the school:**

- Understanding and complying with policies and procedures;
- Being aware of and support difference and ensure all pupils/students have equal access to opportunities to learn and develop;
- Liaising effectively with parents/carers, participating in feedback sessions/meetings;
- Attending and participating in regular meetings and in training and other learning activities as required;
- Managing First Aid resources and administration of medicines (where appropriate) and First Aid

**Other duties and responsibilities of a Teaching Assistant:**

Carry out other duties that the Head Teacher and/or line manager may reasonably request. Transforming Lives Educational Trust is committed to safeguarding the welfare of children and expects all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff within the Trust.

Review of accountabilities:	The accountabilities of the postholder will be reviewed annually as part of the appraisal process for teaching assistants.
Signed by postholder:	
Date:	

This job description sets out the duties and responsibilities of the post at the time it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

## Person Specification

<b>Job Title:</b>	Teaching Assistant (Level 2)
<b>Reports to:</b>	Principal

**The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all staff, children and young people and to be committed to promoting diversity and inclusion.**

SPECIFICATION	ESSENTIAL	DESIRABLE
<b>Qualifications/ Training</b>	<p>Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</p> <p>GCSEs at grades 9 to 4 (A* to C) including English and math's</p>	<p>Safeguarding</p> <p>First aid</p> <p>Manual handling</p> <p>Fire awareness</p>
<b>Experience</b>	Experience of working with children	Experience of planning and leading teaching and learning activities (under supervision)
<b>Knowledge/Skills (Ability to)</b>	<p>Good literacy and numeracy skills</p> <p>Good organisational skills</p> <p>Ability to build effective working relationships with pupils and adults</p> <p>Skills and expertise in understanding the needs of all pupils</p> <p>Knowledge of how to help adapt and deliver support to meet individual needs</p> <p>Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</p> <p>Excellent verbal communication skills</p> <p>Active listening skills</p> <p>The ability to remain calm in stressful situations</p> <p>Knowledge of guidance and requirements around safeguarding children</p> <p>Good ICT skills, particularly using ICT to support learning</p> <p>Understanding of roles and responsibilities within the classroom and whole school context</p>	<p>Working knowledge of relevant policies / procedures / codes of practice / legislation, including Data Protection and Child Protection</p> <p>A good working knowledge of computer software packages including Microsoft Word, Excel and Outlook</p>

<b>Personal Qualities</b>	Professional and confident Enjoyment of working with children  Sensitivity and understanding, to help build good relationships with pupils  A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school  Commitment to maintaining confidentiality at all times  Commitment to safeguarding pupil's wellbeing and equality	
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