

Cramlington Village Primary School



Empowering Everyone to Achieve

Candidate Information Pack 2018/19

Assistant Teacher

Dear Applicant

Thank you for taking the time to learn more about this role and I am delighted that you are considering applying to join our staff team.



This is a great opportunity to appoint an experienced Assistant Teacher who can support our Class Teacher and our children with a knowledgeable, enthusiastic and compassionate approach.

Opening in September 2012, Cramlington Village Primary School was in the second wave of Free Schools which opened to meet a local demand for a more holistic approach to learning.

We are passionate about mutually respectful relationships between everyone in our school. We offer a strong emphasis on teaching basic literacy and numeracy skills in an authentically accessible way that is interactive and fun.

Our school has a fairly new, but very willing staff team who all share a passion for developing positive relationships with all our children. They support the needs they have with a wide range of intervention strategies alongside quality first teaching. We are looking for a strong Assistant Teacher with vision and flexibility to continue to adapt our amazing curriculum to meet the needs of our children.

The school is a one form entry school, with a small 26 place nursery which opened in January 2016. The staff team is growing with a well supported teaching team, who access strong external professional input as and when needed. We have a trained Thrive practitioner and the school delivers a strong focus on developing emotional well being and a holistic way of addressing our varied pupil needs. We also have French, music and outdoor learning specialists within the staff team. Our teaching teams are relatively new, many of whom have come through the Schools Direct programme or Teach First programmes, training with us during their ITT year. Our early years is heavily influenced by the Reggio approach and outdoor opportunities exist in abundance with a regular weekly forest school session for every child across school.

Our leadership team includes myself as principal, two vice principals, lead practitioner for Teaching and Learning and a non-class based SENDCo. Our school was last inspected in September 2018 as 'good' and the report also highlighted outstanding aspects of 'inspirational' teaching and exceptional relationships with parents. With significant year on year gains in EYFSP results, phonics screener results and KS1 SATS we are showing rapid progress towards becoming outstanding with pockets of outstanding practice already highly evident. Our behaviour and behaviour for learning throughout school is now outstanding. We access high quality training input and opportunities to work collaboratively with other like-minded schools and have also linked with the North Tyneside Learning Trust for training. We buy into training from North Tyneside and Northumberland's school improvement teams and we also source training from other popular high quality networks including current and past Ofsted inspectors.

You can find out more about our school and its distinctive ethos on our website: villageprimary.org, I look forward to receiving your application.

Debbie Wylie
Principal

Assistant Teacher Job Description



Professional responsibilities

The Assistant Teacher will:

- Plan work for a small group in accordance with school curriculum policies and in cooperation with class teachers to ensure that the children experience a broad, balanced, relevant and stimulating curriculum.
- Provide short term cover for the Class Teacher
- Ensure that key children receive high quality individualised planning on a daily basis.
- Teach clearly structured lessons/sequences of work which interest and motivate children and in which:
 - Pupils' learning needs/abilities are taken into account
 - Learning objectives are clearly shared with pupils
 - Interactive whole class / collaborative group work strategies are used
 - Active and independent learning is promoted that enables pupils to think for themselves and to plan and manage their own learning
- Set challenging learning and teaching objectives for whole class, groups or individuals, relevant to and based on key worker knowledge of learners
- Give each child an opportunity to achieve to the maximum of his/her capability, in line with our mission statement of “*Empowering everyone to achieve*”, by ensuring a close match between the learning experience offered, and
 - Learning needs and abilities
 - Past and present attainment
 - Expected standards for relevant age phase
 - Range / content of work relevant to the age phase
- Use this information to inform future planning and teaching
- Make appropriate educational provision for children with SEND and those learning EAL, with support from the Special Educational Needs Coordinator





- Contribute to and reinforce a clear framework of classroom discipline in line with school policy and strategies for recognising, encouraging and rewarding good behavior, promoting self management and independence and to safeguard health and safety
- Where possible, make sure that the majority of the children's work is closely linked to first hand practical experience
- Provide children with opportunities to manage their own learning and become independent learners, optimizing the use of ICT on a daily basis
- Establish a purposeful learning environment where pupils feel secure and confident; where diversity is valued; where there are opportunities to maximize teaching
- Foster each child's self image and esteem and establish relationships which are based on mutual respect
- Contribute to an attractive, stimulating and well organised classroom, that will be effective as a 'third teacher' in stimulating children's independent learning, arranging resources, equipment and materials to be available in such a way that they are properly cared for, easily accessible and will encourage the children to become more responsible for their own learning
- Give immediate, constructive feedback which supports pupil learning, to enable pupil reflection and self evaluation leading to improved learning
- Mark and assess pupils' work, using a range of monitoring and assessment strategies, including oral and written reports and references, evaluating pupil progress toward the planned learning objectives, recording these assessments for pupils, their parents/carers and for school monitoring purposes
- Maintain assessment records for your key group and report on pupils' progress to the class teacher and to parents/carers in accordance with school policy
- Ensure that school's aims and objectives in relation to the curriculum, equal opportunities and discipline are promoted in everyday classroom organisations and practice
- Promote good practice during school mealtimes, by supervising meals, eating alongside the children , role modeling and promoting mannerly behaviour while facilitating children to learn about foods and healthy eating
- Deliver a minimum of two 60 minute after school activities per week in line with the school ethos promoting balance and variety in children's experiences



Partnership working

The Assistant Teacher will:

- Initiate and promote excellent partnerships with parents / carers that will encourage them to actively participate in their children's learning at home and at school, promoting the use of ICT systems
- Communicate and consult with both parents/carers and outside agencies as necessary about children's progress and attainment
- Liaise with support staff both school based and from other external bodies as required

- Work closely with class teachers and provide them with the information they need to monitor and evaluate teaching and learning in the class
- Take responsibility for the management of students and placements in the classroom, ensuring they are appropriately deployed, fully informed and involved in planning and supporting learning in the absence of the class teacher
- Participate in relevant meetings/professional development opportunities that promote improvements to learning and teaching strategies
- Work as a team member and identify opportunities for working collaboratively with colleagues both in the school team and wider multi agency teams in sharing and developing effective joint working practices
- Cover for absent colleagues

Performance Management

The Assistant Teacher will:

- Take part in regular performance management in line with the revised Performance Management Regulations
- Keep up to date with current educational thinking/best practice through self directed reading, courses and in service training identified by the school or as an outcome of performance management
- Regularly reflect on the effectiveness of teaching and assessment procedures and their impact on pupil's progress, attainment and well being, refining approaches when necessary
- Act upon feedback and advice and be open to coaching and mentoring
- Take part fully in the corporate life of the school
- Undertake any other reasonable and relevant duties in accordance with the changing needs of the school

Subject Coordination

The Assistant Teacher will:

- Be responsible for a foundation curriculum subject area as agreed with the Principal
- Promote the teaching of the agreed subject throughout the school, according to the requirements of the National Curriculum, schemes of work and any other new initiatives from the Department of Education
- In conjunction with the Principal or other senior staff, be responsible for the implementation and management of the school's policy for the agreed subject area.
- Review the policy and adapt it as appropriate



- Monitor teaching and learning in the subject and analyse and evaluate findings
- Write and implement an action plan to develop teaching and learning in the subject taking into account any school priorities and local or national developments
- Monitor standards and ensure achievement and attainment in the subject is appropriate with national benchmarks as a minimum
- Liaise with advisors and other agencies to keep up to date with developments, provide for good transition and ensure good practice in teaching and subject management
- Report termly to governors on developments within the subject and progress towards the action plan
- Develop a scheme of work alongside the SLT for the subject suitable to the needs of the primary school age range
- Take responsibility for maintaining and evaluating all material resources within a system of easy accessibility
- Consult colleagues and be responsible for ordering resources within an agreed budget in full consultation with the Principal
- Offer support and advice to colleagues
- Organise training for staff in conjunction with the CPD coordinator based on an audit if needs and monitoring and evaluation activities

The Assistant Teacher will:

- Have teaching skills that lead to learners achieving well relative to their prior attainment, making progress at least as good as, or better than, similar learners nationally
- Provide a role model for teaching and learning
- Contribute to the professional development of other student and Level 2 qualifies roles through coaching and mentoring, demonstrating effective practice and providing advice and feedback

Organisation

The Assistant Teacher will contribute to the school's objectives by:

- Enacting Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the schools Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Working within agreed school initiatives to promote improvement
- Contributing to the maintenance of a caring and stimulating environment for pupils
- Ensuring that child protection and safeguarding procedures are prioritised at all times
- Providing support and assistance for children's pastoral needs, for example, caring for sick, injured or distressed children
- Administer medication as agreed

General

The Assistant Teacher will take on specific tasks related to the day to day administration and organisation of the school as requested by the Principal or class teachers: take on any additional responsibilities that might from time to time be determined and engage with appropriate training opportunities to promote professional effectiveness in this role.

Whilst every effort has been made to explain the main duties and responsibilities to the post, each individual task undertaken may not be identified and all staff will be expected to undertake additional reasonable tasks as directed by the Principal.

Person Specification

AREA	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
1. SKILLS, KNOWLEDGE, APTITUDE	<p>An ability to plan for a key group and work creatively in delivering a relevant and stimulating curriculum using personal knowledge and understanding of pupils, the curriculum, its assessment, recording and reporting requirements.</p> <p>Commitment to raising standards of attainment and achievement and an understanding of personalised learning and inclusive practice.</p> <p>Excellent classroom management and discipline.</p> <p>Experience of using the classroom environment creatively to stimulate pupils' independent learning.</p> <p>A passion for an holistic experience for pupils attending primary school.</p> <p>Thematic/cross curricular approach to learning.</p> <p>Ability to plan, record and assess for children's progress in a variety of ways.</p> <p>Competent ICT skills and knowledge of a range of ICT based learning.</p> <p>The ability to plan for the personal and social development of children.</p> <p>The ability to produce high quality documentation, assessment and reports.</p>	<p>Knowledge of specialist teaching approaches and styles for different pupils</p> <p>Experience of a total communication environment</p>	<p>Application Form</p> <p>Letter</p> <p>Reference</p> <p>Lesson observation</p> <p>Interview</p>
2. QUALIFICATIONS AND TRAINING	<p>Level 3 classroom assistant qualification or equivalent</p> <p>GCSE or equivalent passes A to C in English and Mathematics</p> <p>Commitment to continuing professional development of self and others</p>	<p>Graduate or Higher Level teaching assistant certificate</p> <p>Level 4 classroom assistant qualification</p> <p>Forest school qualification at Level 2 or 3</p>	<p>Application Form</p> <p>Certificates</p> <p>Reference</p> <p>Pre Interview Task</p>
3. EXPERIENCE	<p>Experience of supporting children and to fulfil expectations</p> <p>Experience of target setting for individual children</p> <p>Ability to work collaboratively with professionals from other agencies</p>	<p>Experience of working with learners who have challenging behaviour</p>	<p>Application Form</p> <p>Reference</p> <p>Letter</p> <p>Interview</p>

Person Specification cont.

<p>3. EXPERIENCE (continued)</p>	<p>Working closely with and valuing the contributions of parents/carers</p> <p>Working creatively in contributing to the design and delivery of the curriculum</p>		
<p>4. DISPOSITION & SPECIAL REQUIREMENTS</p>	<p>The ability to lead or work as part of a team</p> <p>Good communication skills both oral and written</p> <p>Well organised, reliable, flexible, motivated, enthusiastic and resilient with a sense of humour</p> <p>Additional strengths within curriculum leadership and the wider life of the school</p> <p>A problem solver, delivering solutions</p> <p>Able to set and sustain high standards in all areas of professional work</p> <p>Excellent record of attendance</p> <p>Ability to reflect upon and analyse own performance</p> <p>Self motivated and shows initiative at a strategic level</p> <p>Commitment to supporting extra curricular activities and the wider life of the school</p>	<p>Willingness to organise out of school activities</p> <p>Willingness to develop in school and professionally</p> <p>An up to date knowledge of educational reforms and research and academy freedoms</p>	<p>Reference</p> <p>Letter</p> <p>Interview</p> <p>Lesson</p> <p>Observation</p>





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