

# **Classroom Assistant**

## **Eldon Grove Academy**

# **Application Pack**

Dear Applicant,

Thank you for taking the time to look through the following information about our school. We very much look forward to hearing from you as you progress your interest in the post to an application.

We believe that a visit to the school is essential. However, at this current time due to Covid-19 restrictions, we are unable to facilitate such visits to our school. However, if you have any questions you wish to ask in advance of making an application, please do not hesitate to contact us on 01429 273895.

Kind regards.

Mrs Audrey Brahimi  
Head of School



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## 1. EXTOL MULTI ACADEMY TRUST VISION

Extol Multi Academy Trust based in the North East of England was formed in July 2013. The Trust's conception was driven by a passion and a moral belief that all pupils deserve to attend a "stand out school", where they flourish personally, academically and socially.

Extol Academy Trust was formed on a strong principle of integrity and ethics; these are non-negotiable and shape the way Extol works with individual school communities, as well as how we expect our schools to work together in partnership. We are ambitious in our aim of ensuring all children attend "stand out schools".

***We are determined to address educational inequality across the North East of England.***

### OUR CORE VALUES

The strap line of **Inspiration**, **Excellence** and **Partnership** underpins our ethos and values.

**Inspiration** Extol is a MAT that inspires all of its schools to outstanding school status; to be that "stand out school". We are a reflective trust who constantly seek inspiration from local, national and international initiatives/research and passionately believe that by investing in our workforce we develop an inspiring, professional team.

**Excellence** Excellent leadership, pedagogy and the sharing of best-practice across the Trust ensures that pupils have an outstanding and enriching educational experience.

**Partnership** Each school within the Trust is celebrated and recognised for its strengths, we believe that a true partnership allows us to learn with and from each other. We believe that by working in partnership we facilitate sustainable and far reaching school improvement.

Mme. Julie Deville; Executive Headteacher/CEO

## 2. SCHOOL CONTEXT

Eldon Grove Academy is a large urban primary school catering for 3 to 11 year olds situated in the centre of Hartlepool. The school serves the surrounding community of Eldon Grove and the Burn Valley area. The school is organised into three main phases EYFS, Key Stage 1 and Key Stage 2. We have 19 classes plus a fully flexible Nursery in September 2020.

We are a vibrant, inclusive learning community who we strive to nurture uniqueness and develop excellence by empowering all stakeholders to be innovative, risk taking and self-confident. This is reflected in our status of being accredited as a national Support School.

Eldon Grove Academy converted to academy status on 1<sup>st</sup> July 2013 and is part of Extol Academy Trust. We are proud of being part of this collaborative family of schools and know that we make a difference to the life chances of our pupils.





### 3. ADVERTISEMENT

Eldon Grove Academy are seeking to appoint a committed and highly effective classroom assistant who will contribute to meeting the needs of all pupils in all aspects of the Primary Curriculum and the wider life of the school. The successful applicant will become part of a forward thinking stand out school which became part of the Extol Academy Trust on 1<sup>st</sup> July 2013.

The successful candidate should have:

- The ability to work with groups and individual pupils under the guidance of a teacher
- The ability to inspire, engage and motivate children to learn
- Experience of working with Primary School Children across all Key Stages
- A good knowledge and understanding of the Primary Curriculum
- A good knowledge and understanding of intervention
- High expectations and experience of working as part of a team
- Excellent communication skills with a positive attitude, flexibility and adaptability.

In return, we can offer:

- A strong supportive and inclusive school ethos
- A talented and hardworking staff team
- A committed approach to school improvement and development of all staff

Eldon Grove Academy as part of Extol Academy Trust is committed to safeguarding and promoting the welfare of children and young people and will ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people.

- This post is subject to safer recruitment measures and is exempt from the Rehabilitation of Offenders Act 1974 (as amended) and requires an Enhanced check to be made through the Disclosure and Barring Service (DBS).
- As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.
- Applicants must have the ability to fulfil all spoken aspects of the role with confidence through the medium of English.

#### **Requesting an Application Form**

Application form and further details are available via the Eldon Grove Academy website [www.eldongroveacademy.co.uk/contact-us/job-vacancies](http://www.eldongroveacademy.co.uk/contact-us/job-vacancies)

Please email completed application forms to: [admin@eldongroveacademy.co.uk](mailto:admin@eldongroveacademy.co.uk) or post to Eldon Grove Academy, Eldon Grove, Hartlepool, TS26 9LY. Correct postage costs are the responsibility of the applicant.

Closing date for applications:	Friday 30 <sup>th</sup> October 2020 (noon)
Shortlisting:	Monday 2 <sup>nd</sup> November 2020
Interviews will be held:	Wednesday 4 <sup>th</sup> November 2020

#### 4. JOB DESCRIPTION FOR THE ROLE OF CLASSROOM ASSISTANT

Profile Title and Grade	
Classroom Assistant Band 5	JOB ID; TA5
Purpose of the role	
To work with teachers to support teaching and learning by working with individuals and/or small groups of pupils, adjusting activities within set parameters under the direction, guidance and supervision of teaching staff. n.b. roles at this level do not deliver 'specified work' as defined by the Education Act 2002	
Responsibilities	
<p><u>To provide teaching and learning support to individuals and/or groups of pupils in the learning environment.</u></p> <p>Working under the direct supervision and guidance of a teacher:</p> <ul style="list-style-type: none"> <li>• Assisting in the preparation of work and other activities for pupils in accordance with objectives set by teaching staff.</li> <li>• Implement planned learning activities and teaching programmes as defined by the teacher adjusting activities within set parameters according to the pupils responses</li> <li>• Participate in the evaluation of learning activities with teaching staff providing verbal and written feedback on pupils' progress, development and attainment, including providing written and verbal feedback on observations undertaken.</li> <li>• Working with individual pupils and/or groups of pupils on targets and assisting pupils to meet learning objectives.</li> <li>• Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher</li> <li>• Support learning by arranging/providing resources for lessons/activities under the direction of the teacher</li> <li>• Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate</li> <li>• Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.</li> <li>• Support independent learning and the inclusion of all pupils</li> <li>• Support the raising of educational aspiration in all pupil/parent contact</li> <li>• Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.</li> <li>• Assist in the creation of individual development plans as required by teaching staff</li> <li>• Support the work of volunteers and other support staff in the setting</li> <li>• Select, prepare and clear up materials used in the learning environment ensuring that they are available for use as directed by the teacher, including photocopying, filing and the presentation and display of the pupils work</li> <li>• Support pupils in their social, emotional and personal development</li> <li>• It is an expectation of the role that jobholders will engage with all pupils as directed by the school in line with the overall goals of the school and the needs of all pupils.</li> <li>• Promote high standards of behaviour, employ effective de-escalation strategies and where necessary, exercise appropriate physical intervention</li> </ul>	

Teaching Assistants in this role may also;

- Record basic pupil data
- Support children's learning through play
- Assist with break-time supervision including facilitating games and activities
- Assist with escorting pupils on educational visits
- Invigilate exams and tests
- Assist pupils with eating, dressing and hygiene as required while encouraging independence
- Work with individual pupils with special educational needs
- Work with pupils for whom English is not their first language
- Monitor and manage stock and supplies for the classroom

#### **Indicative Knowledge, Skills, Experience**

- Working at or towards national occupational standards (NOS) in supporting Teaching and Learning (core and relevant optional units as required reflected in the NVQ2 and Level 2 Certificate in Supporting Teaching and Learning on the Qualification and Credit Framework (QCF) framework or equivalent experience.
- Awareness of policy, procedures and legislation relating to child protection and health and safety

#### **Professional Standards for Teaching and Learning Support Staff**

All Support Staff engaged in teaching and learning should adhere to, and uphold, the following standards;

##### Personal and professional conduct

- Uphold the ethos, policies and practices of the school
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school family
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school policy and practice
- Recognise differences and respect cultural diversity
- Ongoing commitment to practice development through self-evaluation and awareness

##### Knowledge and understanding

- Be willing to acquire the appropriate skills/qualifications/experience required for the role
- Demonstrate expertise and skill in understanding the needs of all pupils, and know how to adapt and deliver support to meet individual needs setting high expectations in doing so.
- Increase personal effectiveness in the setting through reflective practice and ongoing CPD ensuring that knowledge and understanding are current in doing so
- Support teachers and pupils in achieving positive outcomes through the maintenance of a level of subject and curriculum knowledge relevant to the role
- Understand the role and responsibilities within the learning setting and whole school context in the knowledge that those responsibilities extend beyond a direct support role

##### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase levels of pupil achievement
- Promote, support and facilitate inclusion by encouraging participation of all pupils in all learning and extra-curricular activities
- In line with school policy and procedure, consistently apply effective behaviour management strategies



- Contribute to effective assessment and planning by monitoring, recording and reporting pupil progress
- Communicate effectively and sensitively with pupils to adapt to their needs and support their learning
- Through organising and managing physical learning space and resources, support the maintenance of a stimulating and safe learning environment

#### Working with others

- Through effective liaison, communication and partnership working, recognise, value and respect the role and contribution of other professionals, parents and carers
- Keep other professionals accurately informed of progress or concerns they may have about pupils that they work with
- Through an appreciation of the role and responsibilities, work in partnership with classroom teachers and colleagues by ensuring that their knowledge is able to inform planning and decision making
- Communicate specialist understanding to other school staff and education professionals to facilitate consistent decision making on intervention and provision

#### **School Ethos**

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school and parents/carers.
- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.
- To be aware of requirements in respect of confidentiality, child protection procedures, health and safety, behaviour management, equal opportunities, special educational needs and other policies of the governing body and/or local education authority.
- As and when required as directed by teaching staff, to escort pupils home with an appropriate colleague.
- Be an effective role model for pupils by demonstrating and promoting the positive values, attitudes and behaviour expected from pupils.
- Carrying out tasks for the domestic care and general welfare of pupils in respect of toileting, at meal times and changing using specialist equipment where necessary.

## 5. PERSON SPECIFICATION FOR THE POST OF CLASSROOM ASSISTANT

	Essential Criteria	Desirable Criteria
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>✓ NVQ Level 2 (or equivalent) classroom assistant qualification (A)</li> <li>✓ GCSE or equivalent in English and Maths at Grade C or above (A)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Other professional qualifications (i.e. HLTA)</li> <li>✓ First Aid qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>✓ Demonstrable experience of working as a classroom or teaching assistant within a primary school environment (A, I, R)</li> <li>✓ Successful experience of supporting pupils on an individual and group basis (A, I, R)</li> <li>✓ Experience of working effectively with parents/carers (A, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experience of working with children of different ages and abilities (A, I, R)</li> <li>✓ Experience of supporting and working with pupils with a special educational need (Learning, Behavioural, Social and Emotional) (A, I, R)</li> </ul>
<b>Knowledge / Skills</b>	<ul style="list-style-type: none"> <li>✓ Excellent organisation skills (A, I)</li> <li>✓ Knowledge and understanding of effective features that support teaching and learning (A, I, R)</li> <li>✓ Knowledge and understanding of the National Curriculum (A, I, R)</li> <li>✓ Knowledge of Child Protection procedures (A, I, R)</li> <li>✓ Competence in ICT (A, I)</li> <li>✓ Ability to work as part of a team (A, I)</li> <li>✓ Ability to use own initiative (A, I)</li> <li>✓ Excellent communication skills both verbal and in writing (A, I)</li> <li>✓ Well developed work ethic (A, I, R)</li> <li>✓ Ability to communicate effectively with a range of people including children (A, I)</li> <li>✓ Be an effective role model for pupils by demonstrating positive values, attitudes and behaviour expected from pupils (A, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Excellent IT skills (A, I)</li> <li>✓ Knowledge of intervention strategies (A, I, R)</li> <li>✓ Knowledge and understanding of the SEND Code of Practice (A, I)</li> <li>✓ Commitment and evidence of own professional development (A, I, R)</li> <li>✓ An excellent knowledge of correct spelling, grammar and punctuation (A, I)</li> <li>✓ Knowledge of data protection issues (GDPR) (A, I)</li> </ul>
<b>Additional</b>	<ul style="list-style-type: none"> <li>✓ Recommendation from both referees (R)</li> <li>✓ Clear Enhanced DBS Check (A, R)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Strong recommendation (R)</li> </ul>

**A – Application Form**

**I – Interview**

**R - Reference**