Northern Lights
LEARNING TRUST

Teaching Assistant
FIRTHMOOR PRIMARY SCHOOL



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We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.

Northern Lights
TEACHING SCHOOL HUB

We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.

Northern Lights
EARLY YEARS HUB NORTH EAST

We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.

Northern Lights
INITIAL TEACHER TRAINING

We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS

- **Benedict Biscop CE Academy**, Sunderland
- **Dame Dorothy Primary School**, Sunderland
- **Firthmoor Primary School**, Darlington
- **Grange Primary School**, Hartlepool
- **Hart Primary School**, Hartlepool
- **Holley Park Academy**, Washington, Sunderland
- **Ian Ramsey CE Academy**, Stockton-on-Tees
- **St Aidan's CE Academy**, Darlington
- **St. Helen's Primary School**, Hartlepool
- **St. Peter's Elwick CE Primary School**, Hartlepool
- **Tilery Primary School**, Stockton-on-Tees
- **Venerable Bede CE Academy**, Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust



Welcome from the CEO

Thank you for your interest in the position of Teaching Assistant within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4600 pupils and employ over 700 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton OBE
Chief Executive Officer

Welcome from the Head Teacher



Thank you for your interest in joining Firthmoor Primary School. I am delighted that you are considering becoming part of our dedicated and caring team.

At Firthmoor, we are proud of our warm, inclusive ethos and our commitment to ensuring that every child is known, valued, and supported to achieve their very best. As a school, we strive to maintain high standards in both teaching and learning, while nurturing the personal development and wellbeing of each pupil. Our children are enthusiastic, curious, and eager to learn, and they thrive when surrounded by staff who share our belief in providing rich, meaningful, and engaging learning experiences.

We are equally proud of our supportive and collaborative staff team. Colleagues at Firthmoor work closely together, embracing professional learning, innovation, and reflection so that we continually grow and improve. Whether you are an experienced professional or new to your role, you will find a welcoming environment where your strengths are recognised and your development is encouraged.

Choosing the right school to continue your career is an important decision, and I hope the information within this application pack gives you a strong sense of who we are and what we value. If you share our passion for providing exceptional education and creating a nurturing environment where children flourish, we would be delighted to receive your application.

Thank you once again for your interest in Firthmoor Primary School. I wish you the very best in your application and look forward to the possibility of welcoming you to our community.

Warm regards,

Helen Ashton
Head Teacher
Firthmoor Primary School

Teaching Assistant

1 x Permanent Position required as soon as possible

Firthmoor Primary School

Level 2 Teaching Assistant

SCP5 £26427 fte salary -£13.70 per hour

37 hours per week, 39 weeks per year (Term time plus 5 PD days).

Are you enthusiastic, organised and welcoming?
Would you like to make a difference to children's learning and well-being?

Do you…

- Have high expectations of learning and behaviour and inspire and motivate our children.
- Support, nurture and understand with high expectations.
- Seek to make learning exciting and a positive experience.
- Communicate well with parents, carers and members of staff, as well as pupils.
- Strive to be driven and proactive.
- Work well as part of a team.
- Show willingness to contribute to school life outside of the classroom.
- Consider yourself to be IT literate.

If this is you, we would really welcome your application

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation.
- Continuous professional development, including the opportunity to undertake related qualifications.
- National Terms and Conditions of Employment.
- Local Government Pension Scheme
- The opportunity to work as part of a growing Trust and shape this role.

Details of the school can be found on the school website: www.firthmoor.org.uk

There will be the opportunity to visit the school at **4pm on Tuesday 6th October** (please contact the school office to book your place)

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Monday 30th November at 12pm
Short Listing will take place on: Tuesday 1st December
Interviews will take place on: Tuesday 8th December

HOW TO APPLY:

Letters of application should be returned, along with a Northern Lights Learning Trust application form to Christine Samways (Office Manager) at: admin@firthmoor.org.uk

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted. For further information, please contact the school office.

Details of the school can be found on the school website: www.firthmoor.org.uk

JOB DESCRIPTION

Post: Teaching Assistant
Responsible to: Headteacher
Responsible for: Providing teaching and learning support to individuals and/or groups of pupils in the learning environment.
Salary band: NJC 5
Start date: As soon as possible

PURPOSE OF JOB

- To support and assist teachers as part of a professional team to support teaching and learning and contribute to raising standards of pupils' achievement and to undertake a range of learning activities under the professional direction and supervision of qualified teachers and/or senior colleagues, in line with the school and Trust's policies and procedures. Responsibility to provide short-term cover by supervising classes.
- To provide a caring and secure environment within extra-curricular provision and wraparound care facility.

PRINCIPLE RESONSIBILITIES

- Providing teaching and learning support for pupils, teachers and the whole school as outlined below.

MAIN DUTIES

<u>Support for the Teacher</u>

- Assisting in the preparation and reproduction of learning materials and the management of resources.
- Assisting in the deployment and setting up of equipment and resources and making them ready for use in order to organise the teaching environment.
- Overseeing the care and cleanliness of the teaching environment, equipment, apparatus and materials.
- Working with teaching staff to prepare and display pupil work.
- Participate in the evaluation of learning activities and teaching programmes as defined by the teacher adjusting activities according to pupil responses.
- Supporting teaching staff or senior colleagues with routine administration i.e. filing reports, distributing leaflets and reports.
- Contributing to the assessment of pupils' progress and development as directed by the teacher through observations, basic record-keeping and discussion with the teacher (for example contributing evidence to the planning and production of IEP and other development/support plans as appropriate).

<u>Support for the Pupil</u>

- Supervising the use of equipment as required to maintain pupils' needs and support their participation in learning tasks and activities to meet targets and objectives.

- Assisting in ensuring that the length of time spent on tasks and activities is consistent with the individual pupil's needs and according to instructions.
- Assisting pupils to carry out programmes set by teaching staff.
- Provide feedback to pupils in relation to attainment and progress under the guidance of a teacher.
- Support independent learning and the inclusion of all pupils.
- Support pupils using IT in their learning activities and develop pupils' competence, confidence and independence in its use.
- Assisting individual pupils or small groups of pupils in classroom activities under the specific direction of the teacher and/or other support staff.
- Supporting all pupils included in a mainstream setting, support base, home base or special school, or any other learning environment as appropriate.
- Maintaining awareness of pupils' needs and targets.
- Support pupils in emotional and social well-being, reporting problems to the teacher as appropriate and supporting pupils in their social, emotional and personal development.
- Support the raising of educational aspiration in all pupil/parent contact.
- Assisting in the provision of activities for the fullest development of the pupils which may involve work outside the school base and in the local community.
- Undertaking duties in connection with personal hygiene and welfare of pupils as directed by the teaching staff.
- Having and applying a higher level of understanding of SEND, as determined by the SEND Code of Practice.

Support for the School

- Assisting in maintaining a safe environment for pupils and staff.
- Accompanying teachers and classes on educational visits as required.
- Assisting in the supervision of pupils during the day and in the playgrounds/school grounds as required e.g. during lunch breaks.
- Assisting in ensuring that pupils adhere to the behaviour policy of the school and providing feedback to teaching staff and senior colleagues on the effectiveness of strategies used.
- Contributing to preparing reports on pupils as appropriate.
- Within defined parameters and guidelines, share information concerning pupils with staff, parents/carers/guardians, internal and external agencies as appropriate.
- Assist the school and Trust in promoting the school and Trust values, vision and mission.
- Contributing to the whole School's Self Evaluation process.
- Support the work of volunteers and other support staff in the setting.

General Requirements

- Attending and participating in training and development activities as required.
- Participating in professional development and review.
- Assisting teaching staff or senior colleagues in escorting pupils home as and when required, as directed by the teaching staff.

- Attending meetings, liaising and communicating with colleagues in the school, outside agencies and other relevant bodies.
- Being an effective role model for the standards of behaviour expected of pupils.
- Having due regard to confidentiality, child protection procedures, health and safety, other statutory requirements and the policies of the governing body and the local education authority.
- 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 Trust and needs of all pupils.

Professional Values and Practices

- Having high expectations of all pupils; respecting their social, cultural, linguistic, religious and ethnic backgrounds; and being committed to raising their educational achievement.
- Treating pupils consistently with respect and consideration, and being concerned with their development as learners.
- In line with the school and Trust's policy and procedures, using behaviour management strategies which contribute to a purposeful learning environment and where necessary exercise appropriate physical intervention.
- Working collaboratively with colleagues as part of a professional team; and carrying out roles effectively, knowing when to seek help and advice from colleagues.
- Reflecting upon and seeking to improve personal practice.
- Working within the school and Trust's policies and procedures and being aware of legislation relevant to personal role and responsibility in the school.
- Recognising equal opportunities issues as they arise in school and responding effectively, following school and Trust's policies and procedures.
- Building and maintaining successful relationships with pupils, parents/carers and staff.

Professional standards for Teaching & Learning Support Staff

All support staff engaged in teaching and learning should adhere to, and uphold, the following standards:

Personal & Professional conduct

- Uphold the ethos, policies and practices of the school and Trust.
- Through positive attitude, values and behaviours, develop and sustain effective relationships within the school and Trust family.
- Have due regard for the need to safeguard pupil well-being by following relevant statutory guidance in addition to school and Trust 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 that roles 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 extracurricular activities.
- In line with school and Trust's policies and procedures, 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.
- 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.

Trust and school ethos

- Be aware of and support difference and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school and Trust.
- Develop constructive relationships and communicate with other agencies/professionals where appropriate to the role.
- Attending meetings and liaising and communicating with colleagues in school, parents/carers and internal/external agencies.

- Share expertise and skills with others.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths and other learning activities 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 and safeguarding procedures, health and safety, behaviour managements, equal opportunities, special educational needs and other policies of the Trust and school.
- As and when required as directed by teaching staff, escort pupils home, conduct home visits and carry out first response visits, 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.

Specific Duties

To undertake any other duties commensurate with the post.

The post holder must act in compliance with data protection principles in respecting the privacy of personal information held by the school and Trust.
The post holder must comply with the principles of the Freedom of Information Act 2000 in relation to the management of school and Trust records and information.
The post holder must carry out their duties with full regard to the Academies Single Equality Duty, Code of Conduct, Child Protection Policy and all other Trust and school Policies.
The postholder must comply with the school and Trust Health and Safety rules and regulations and with Health and Safety legislation.

PERSON SPECIFICATION
TEACHING ASSISTANT

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Completed application form		Application
EDUCATION	2. Level 2 Teaching Assistant qualification or equivalent 3. Grade C Maths and English GCSE.	4. First Aid Qualification or willing to work towards. 5. Further SEND qualifications/CPD. 6. Level 3 teaching assistant qualification	Application
EXPERIENCE	7. Experience of working with primary aged children	8. Experience of working in a primary school 9. Experience of working with pupils with Special Educational Needs 10. Experience of working in a specially resourced provision	Application
KNOWLEDGE AND UNDERSTANDING	11. The needs of young children 12. Child development and the ways in which children learn	13. Relevant Continuous Professional Development	Application Interview

SKILLS	14. Assist groups of children on an individual basis but also able to work as part of a team	15. Experience of dealing with behaviour management	Application Interview
PERSONAL ATTRIBUTES	16. Flexible 17. Enthusiastic 18. Can use own initiative 19. Professional manner 20. Good communication skills 21. Motivational 22. Willingness to work with wider community 23. Willingness to contribute to the life of the school		
OTHER	24. Recommendation from both referees 25. Fully enhanced DBS clearance with children's barred list check	26. Strong recommendation	References Enhanced DBS certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email: hradmin@nllt.co.uk