



Application Pack

Teaching Assistant/HLTA

Axminster Community Primary Academy



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Introduction from Andrea Rice, CEO & Executive Head



On behalf of the Acorn Multi Academy Trust I would like to thank you for your interest in joining our MAT. I hope you find this Information Pack helpful in understanding about the Acorn MAT.

We are six schools working together to strive for excellence in all we do. We have a clear focus on school improvement to ensure that all of the children achieve the best possible outcomes in all areas of school life.

All of the schools are in rural parts of East Devon and West Dorset, on the boundaries of Devon, Dorset and Somerset.

They are:

Mrs Ethelston's CE Primary Academy, Uplyme
St Andrew's CE Primary Academy, Chardstock
Axminster Community Primary Academy
Marshwood CE Primary Academy
Membury Primary Academy
Loders CE Primary Academy

I hope this information pack answers any questions you may have about joining our MAT, however, there will be areas for which further detail is needed. Please feel free to ask the appropriate questions.

I hope that once you have read this information you feel inspired and look forward to being part of our exciting organisation.

Andrea Rice

CEO & Executive Head

About Acorn Multi Academy Trust

School	NOR	Location	Number of Teachers
Mrs Ethelston's CE Primary Academy,	185	Uplyme	8
St Andrew's CE Primary Academy,	119	Chardstock	6
Axminster Community Primary Academy	178	Axminster	9
Marshwood CE Primary Academy	68	Marshwood	5
Membury Primary Academy	23	Membury	3
Loders CE Primary Academy	69	Loders	5

The Acorn Multi-Academy Trust (AMAT) is a group of six local primary academies based in East Devon and West Dorset. It was formed in 2014, when Mrs Ethelston's CE Primary Academy, Uplyme, and St. Andrew's CE Primary Academy, Chardstock, (which had been previously working as a Federation), were joined by Axminster Community Primary Academy and Marshwood CE Primary Academy. Since then Membury Primary Academy and Loders CE Primary Academy have also joined the Trust.

Our schools, whether church or community, maintain their unique identity, but are committed to learn from and support each other by sharing good practice and experiences across the Academy Trust community.

Now working together as one organisation, led by a single of Directors, and a joint Senior Leadership Team, we are able to offer our children the highest possible standard of teaching and learning

Our Trust prides itself on providing a friendly, caring, family environment within which children can flourish. We seek to stimulate a love of learning in our children so that they are lifelong learners in a rapidly changing world and achieve to the very best of their abilities. Every child is encouraged to find their unique strengths within a setting where they are happy, well cared for and, most importantly, where they care for each other.

Copy of Advertisement

Acorn Multi Academy Trust

Permanent Teaching Assistant/HLTA Vacancy

Salary Scale B 7 – C17 (£7.83 - £9.21) per hour depending on experience

31.25 hours per week 8.45 a.m. – 3.30 p.m. (half an hour lunch break)

38 weeks per year

Axminster Primary Academy

Required to start asap

The Acorn Multi Academy Trust consists of six schools; St Andrew's Cof E Primary, Chardstock, Mrs Ethelston's Cof E Primary, Uplyme, Axminster Community Primary, Membury Primary, Loders CofE Primary and Marshwood CofE Primary, Bridport.

We require a cheerful and enthusiastic Teaching Assistant/HLTA to work in a Year One class. Applications sought from well-motivated and caring people who would be able to work effectively under the direction of the class teacher whilst also being able to use their own initiative. You should be qualified to a minimum NVQ Level 2 or equivalent but ideally to NVQ Level 3 or equivalent.

Closing date is 12 noon on Wednesday 29th November 2017

Interview date tbc

A Job Description and an Application Form can be downloaded from www.acornacademy.org/vacancies and emailed to personnel@acornacademy.org

Acorn Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Suitable references and an enhanced DBS disclosure is required for all posts.

Job Description

POST DETAILS

TITLE Generalist Teaching Assistant
(Level 2)

SCHOOL

GRADE B

RESPONSIBLE TO HLTA, Head of School

An enhanced DBS and satisfactory references are required for this role

PURPOSE OF JOB

To work under the instruction guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils including those with special educational needs
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy programmes
- Implementing other intervention programmes as directed by the HLTA/SENCO/Head of School
- Assisting with the planning cycle
- Undertaking general clerical/administrative support for the teacher/department

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care Programmes
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years
- Recording achievement and progress and feeding back to the teacher
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the school by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the school
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes as required
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Person Specification

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/Training	Good numeracy/literacy skills	Essential	A
	Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	Essential	A, I
	Willingness to participate in other development and training opportunities	Essential	A, I
	NVQ 2 for Teaching Assistants or equivalent qualifications/experience	Essential	A
	Training in relevant learning strategies e.g. literacy, numeracy	Desirable	A, I
Experience	Working with or caring for children of relevant age	Essential	A, I
	Previous experience of the role including delivering literacy and/or numeracy strategies	Essential	A, II
Knowledge	Basic understanding of child development and learning	Essential	A, I
	Understanding of relevant policies/codes of practice and awareness of relevant legislation	Desirable	A, I
	General understanding of national/foundation stage curriculum and other basic learning programmes	Desirable	A, I
Skills/Abilities	Ability to effectively use ICT to support learning, or to undertake training to do so	Essential	A, I
	Ability to use other technology to support learning – e.g. video, photocopier etc.	Essential	A, I
	Ability to self-evaluate learning needs and actively seek learning opportunities	Essential	I
	Ability to relate well to children and adults	Essential	I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	Essential	A, I

¹ Key for Method of Assessment:
A – Application I – Interview

Additional Information

Application Process

Applications will only be accepted from candidates completing the Acorn Multi Academy Trust Application Form. Please complete ALL sections of the Application Form that are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form.

Because of the large volume of applications we receive, it is not possible to reply to unsuccessful applicants. If you have not heard from us within 2 weeks of the closing date please assume you have not been successful in securing an interview on this occasion. However, please do not let this dissuade you from applying for future vacancies should they arise.

Interview Process

References will be requested for all candidates shortlisted prior to interview. Any relevant issues arising from references will be taken up at interview.

If you submit your application electronically, you will be asked to sign the declaration on the application form at interview.

If you are invited to interview, you will need to bring the following paperwork:-

Original qualification certificates (if applicable)

Original current/valid proof of photo identity i.e passport or driving licence

Original current DBS (if applicable)

Submission of application forms

Email to: personnel@acornacademy.org

Post to: Personnel Officer, Acorn MAT, St. Andrew's Primary, Chardstock, Axminster, Devon, EX13 7BJ