



Candidate Information

Teaching Assistant- 1:1 Support
31.25 Hrs per week, 1 Year Fixed-Term
Salary - Band D scp 7-10 £19,264 - £19,650 FTE
St. Nicolas Church of England Academy
Windermere Avenue, Nuneaton, Warwickshire
CV11 6HJ

About the Multi Academy Trust



The Trust

The Diocese of Coventry Multi Academy Trust Academies are:

- Transformational
- Aspirational
- Sustainable
- Motivational
- Purposeful

They are recognised for their distinctive and inclusive Christian ethos and for the impact this has on raising educational standards. An effective Church Academy will demonstrate its Christian distinctiveness by providing an aspirational and holistic education which enables all children and staff to develop and achieve to their full potential.

Our Vision

Our vision, based on John 10:10, is for every adult, every child and every academy in our trust to come together in order that we may pursue life in all its fullness. We have a vision of building a better future for all within our academies, who in turn will positively impact their communities.

Our Strategic Goals

To achieve our object, mission and vision, we will focus on the following five high-level goals:

- Deliver excellent education;
- Ensure strong and effective governance at all levels;
- Build a strong and sustainable infrastructure;
- Become an employer of choice;
- Drive sustainable growth

About the Role

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant Level 1 who is committed to supporting the Multi Academy Trust to educational excellence and further developing the distinctive Christian character of educational provision and the school community. This role will sit within the Inclusion Team, and the main responsibilities will be to provide 1:1 support for pupils on our SEND register.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organisation and contribute to its development and growth plans
- We are offering a salary of £19,264 -£19,650 per annum FTE
- Eligibility to join the Pension Scheme

Applications

Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact the school office at recruitment@stnicolas.covmat.org to make arrangements.

Please note the closing date for applications is 17th July 2022. Completed applications and supporting documents should be sent via email to recruitment@stnicolas.covmat.org

We welcome all applications regardless of age, disability, gender, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place on week beginning 18th July 2022

Our Trust

Thank you for your interest in joining The Diocese of Coventry Multi Academy Trust, we are delighted to provide you with an application pack. It is hoped that the information provided will be of interest and will help you to begin your journey with us.

The Diocese of Coventry Multi Academy Trust was incorporated in 2013 and is one of over 2,700 Multi Academy Trusts in England. Highlighted as a leading diocesan Trust and a model of good practice by the Department for Education in 2016, the trust is now home to eighteen academies spread across the Diocese of Coventry. This scale makes us one of the top 150 largest Multi Academy Trusts in the country.

Our vision, “together, pursuing life in all its fullness”, is based on John 10:10 and reflects the Church of England’s vision for education. You will see this come to life in all of our academies every day. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, but sets them in a wider framework. We offer opportunities for children to realise their God given potential and flourish.



Our strategy focuses on five core aims. Among these are the desire to offer an **excellent education** and to be an **employer of choice**. To work with us, you must aspire to be an outstanding colleague, be prepared to go the extra mile and be comfortable with high levels of accountability for the progress of over 4,000 children. You must be willing to share and learn. Above all else, you must like young people and aspire to make them outstanding citizens.

In return, we offer excellent working conditions, first class professional development for ambitious people, genuine career development and opportunities for growth. All of our teachers are offered membership of the Teachers Pensions Scheme and all support staff are offered membership of the Local Government Pension Scheme. In addition, there is a superb package of employment benefits, including access to the Cycle to Work Scheme, membership offers and retail discounts.

We are proud to tell people that an academy has never dropped an Ofsted grade under our management and our most recent SIAMS inspection resulted in an “excellent” judgement. But we are not standing still and you would be joining the trust at an important stage in our development. We are on the verge of another period of growth, we are reviewing our school improvement offer and our central support structure, and our pupil numbers continue to rise.

In short, we believe our Trust has a bright future and are looking for bright people to help us get there.

Thank you once more for your interest in The Diocese of Coventry Multi Academy Trust and in the position available. I hope that this introductory letter has given you a clear sense of our vision and I hope that this pack gives you a feel for what we need. We look forward to hearing from you and exploring your future with us through our selection process.

Michael Cowland, CEO

Our Diocese

Church schools in the Coventry Diocese, work in partnership with their local Church to worship God, make new disciples and transform communities, whilst delivering excellent education. The schools' team at the Diocesan Board of Education support and equip local partnerships between schools, governors, parishes and clergy by:

- 'Championing the role of the Church in Education;
- Protecting and developing the historic Church investment in education;
- Promoting the establishment of new Church schools;
- Enabling Flourishing for all in Church School communities;
- Facilitating creative and flexible partnerships between schools;
- Encouraging collaboration to ensure excellence and distinctiveness across the family of Church schools;
- Supporting the professional development of staff, governors, clergy and church workers;
- Support the process of Academy conversions;
- Providing pastoral support to school leaders and governors

April Gold, Diocesan Director of Education

The distinctiveness and effectiveness as a Church of England school are outstanding

The excellent care and nurture by all staff to enable every child to reach their potential reflects the school's core faith values.

Collective worship is central to the life of the school and because of its relevance supports both children and adults in their faith journeys.

Religious education (RE) contributes effectively to the spiritual, moral, social and cultural development of each child.

Dedicated Christian leadership by staff and governors inspires every person in school to aspire to be the best they can be.

SIAMS Inspection, 6 July 2015, grade: Outstanding

'I believe that schools are at the heart of the Church's mission to the nation and play a very important role in the life of their own parishes and communities.

The Diocese is proud of its Church of England Schools which educate about 17,000 children and young people. The headteachers, staff and governors strive to promote the highest quality in everything they do, living and working in the values of Jesus Christ every day. Our schools are a significant part of the Church family of the Diocese. Seeking to build communities of care and understanding, they witness to God's love for each person and reflect God's desire for the world to be a better place for us all to live in.'

Bishop Christopher



Our Academies



St Laurence's CofE Primary School
Old Church Road
Coventry
CV6 7ED



St Oswald's CofE Academy
Addison Road
Rugby
CV22 7DJ



St Bartholomew's CofE Academy
Bredon Avenue, Coventry
CV3 2LP



St Michael's CofE Academy
Hazel Grove
Bedworth
CV12 9DA



Queens CofE Academy
Bentley Road
Nuneaton
CV11 5LR



Leamington Hastings CofE Academy, Birdingbury Road Hill,
Leamington Hastings, Rugby
CV23 8EA



Stretton CofE Academy
Stretton Avenue
Coventry
CV3 3AE



Leigh CofE Academy
Plants Hill Crescent
Tile Hill, Coventry
CV4 9RQ



St James CofE Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF



Salford Priors CofE Academy
School Road
Salford Priors, Evesham
WR11 8XD



Harris CofE Academy
Harris Drive
Overslade Lane, Rugby
CV22 6EA



All Saints CofE Academy LW
Warwick Road
Leek Wootton, Warwick
CV35 7QR



St Nicolas CofE Academy
Windemere Avenue
Nuneaton
CV11 6HJ



Burton Green CofE Academy
Hob Lane
Burton Green, Coventry
CV8 1QB



Studley St Mary's CofE Academy
New Road, Studley
B80 7ND



Long Itchington CofE Academy
Stockton Road
Long Itchington, Southam
CV47 9QP



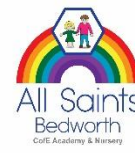
St John's CofE Academy
Winsford Avenue
Coventry
CV5 9HZ



Southam St James CofE Academy
Tollgate Road
Southam
CV47 1EE



Central MAT Office
The Diocese of Coventry Multi
Academy Trust
The Benn Education Centre
Craven Road
CV21 3JZ



All Saints Bedworth CofE Academy & Nursery
Off the Priors, Mitchell Road
Bedworth
CV12 9HP

Teaching Assistant Level 1 - 1:1 Support

Job Description

KEY PURPOSE: To support pupils with additional needs across a range of year groups to be successful with their learning and behaviour, consistently implementing and developing inclusive strategies so these pupils can be successful.

BROAD DESCRIPTION:

Working under the overall supervision of the responsible teacher / SENDCo, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils. Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.

Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.

Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES

Curriculum support:

- Contribute to curriculum planning and evaluation and assist in implementation
- Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
- Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support and use ICT in learning activities & develop pupils' competence and independence in its use.

Support for pupils:

- Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
- Occasional support to whole class for short periods (eg story reading).
- Help pupils to develop communication skills and role play activity.
- Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
- Promote independence and development of self-esteem
- Assist in the personal, social, emotional development of pupils
- Assist with the development, implementation and evaluation of IEPs/behaviour plans.
- Use specialist skills/ knowledge/ training to provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working within any behaviour targets set
- Identify and report uncharacteristic behaviour patterns
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
- Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.
- Support/nurture small groups of children over lunchtime period.

Support to teacher:

- Assist with lesson/activity planning, delivery and evaluation
- Monitor individual/group achievements of key objectives and provide feedback to the teacher
- Contribute to pupil assessment through observation and reporting
- Record information relevant to assessment and review of pupils' progress
- Attend IEP and EHCP review meetings if appropriate
- Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
- Undertake routine and non-routine administrative tasks, eg produce worksheets, administer coursework
- Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

- Be able to demonstrate equivalent knowledge, experience and skills.
- Minimum GCSE (or equivalent) English and Maths at grades A-C

- Have good communication and listening skills and be able to present information verbally and in writing to others.
- Have experience of TA work.
- Have attended further training on aspects of the curriculum or areas of specific special need, e.g. SEND / inclusion.
- Have good level of knowledge and understanding of at least one area of learning (eg . English, maths, inclusion).
- Display commitment to the protection and safeguarding of children and young people
- Value and respect the views and needs of children
- Understand school's policies and how they relate to local and national frameworks/policies (eg child protection, health and safety, equal ops, SEN,).Can use ICT effectively to support learning and use other technology equipment.
- Can plan own work when required.
- Can transfer theory/training into practice.
- Can solve problems and can exercise initiative and independent action. Is pro-active in offering ideas.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and relationships well. Through performance management and effective continuing professional development practice, you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.

Ensuring own CPD included development in education

Develop and maintain a culture of high expectations for self

Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.

Managing own workload to allow for reflection and an appropriate work/life balance

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objective in service delivery by:

Enactment of Health and Safety requirements and initiatives as directed.

Ensuring compliance with Data Protection legislation

At all times operating within the school's Equal Opportunities framework

Commitment and contribution to improving standards for pupils as appropriate

Contributing to the maintenance of a caring and stimulating environment for pupils.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, the Teaching Assistant Level 1 will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.

- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Head Teacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Hold a recognised relevant NVQ qualification		√	√		
2	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
3	Have a good level of knowledge and understanding of expected outcomes for pupils in line with the National Curriculum / Early Years framework	√		√		
4	Evidence of continuous professional development relating to curriculum, teaching learning and SEN/inclusion		√	√	√	√
5	Team Teach Trained		√	√		
Professional Experience and Knowledge						
1	Substantial, successful, relevant and recent experience in a primary school or Academy	√		√	√	√
2	Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.	√		√	√	√
3	Knowledge and understanding of safeguarding requirements and good practice	√		√	√	
4	Knowledge of recent developments in primary education	√		√		
5	Experience of supporting children with Special Educational Needs in an inclusive environment	√		√	√	
6	Can plan own work when required	√		√	√	
7	Can transfer theory/Training into practice	√		√	√	
8	Experience of using ICT effectively in classroom teaching	√		√	√	
9	An understanding of the role of parents as partners in education	√		√		
10	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	√		√		
11	Understanding of the distinctive Christian character of a Church school		√	√	√	
12	A commitment to professional development	√		√	√	
Teaching and Learning						
1	A proven track record in ensuring the highest possible standards in teaching and learning	√		√	√	√

2	Good understanding and application of best practice in teaching of phonics, reading, writing and maths	√		√	√	
3	Successful experience of positive behavior management and developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√		√	√	√
Personal Qualities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√	
2	Is articulate and approachable with excellent interpersonal communication skills and be able to present information to others both verbally and in writing	√		√	√	
3	Is an outstanding, reflective practitioner with high quality teaching skills and high expectations for pupils' learning and attainment	√		√	√	√
4	Can work well as part of a team, and show initiative in offering ideas within a team setting	√		√	√	
5	Can solve problems and can exercise initiative and independent action	√		√	√	
6	Is pro-active in offering ideas	√		√	√	
7	An exemplary record of health and punctuality		√			√
Skills & Abilities						
1	To provide a secure, stimulating and well organized learning environment	√		√		
2	To ensure effective curriculum delivery through differentiation	√		√		√
3	To work collaboratively and effectively as part of a team	√		√	√	
4	To work with colleagues in providing for the intellectual, physical, social, spiritual and emotional needs of the children	√		√	√	