

Recruitment Information Pack



Teaching Assistant

Required ASAP

Paid at Grade 6 (points 9-10)

27.25 hours per week term time plus 5 days for training

£15,876 to £16,129 pa (actual salary)

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Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it, are also successful, popular and flourishing. Hence we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

The Winstanley School

Widening horizons and enabling excellence

Staff and Students have created the values that The Winstanley School stands for in promoting learning for life.

All members of the community SHINE.

This means we believe in:

Supporting others

Hard work

Independence

Never giving up

Excellence

Everything we do is related to these values

We SHINE

Our offer to new staff joining The LiFE Multi Academy Trust and our schools

Professional Capital:

‘We believe in getting the right people, getting them to work together and getting them to stay’

Strategy	Description
Putting your trust in our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> ● providing employees with a safe, healthy and supportive environment in which to work ● recognising that the health and wellbeing of our employees is important ● providing a supportive workplace culture where healthy lifestyle choices are valued and encouraged <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>
Presumed Professionalism	We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.

Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our ‘home grown talent’. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> ● The National Professional Qualification for Senior Leadership (NPQSL) ● The National Professional Qualification for Headship (NPQH) ● The National Professional Qualification for Middle Leadership (NPQML) ● The Outstanding Teacher Programme (OTP) ● Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, ECT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>
<p>Great access to progression and leadership responsibility</p>	<p>Further evidence of our investment in ‘home grown talent’ is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.</p>

Our offer to new staff joining The LiFE Multi Academy Trust and our schools (continued)

Collaboration across all schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and flexible working policies	We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details. Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Programme	We offer newly qualified teachers a robust, supportive and bespoke training programme which will enable you to develop into an outstanding teacher.
Continued ECT and RQT support	Where possible we try to ensure that ECTs and second year teachers have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LiFE Multi Academy Trust and our schools

Learning Support Department

Our Learning Support provision is a strength of the school. Teaching Assistants have real impact on the progress of students with special educational needs, and their role is genuinely valued by the whole staff. We are looking for an able candidate, preferably experienced, who is able to show initiative.

Hours of work will normally be 27.25 per week during term-time. Flexibility is necessary to allow occasional attendance at meetings or, part of meetings before or after school, plus training days. These hours are included in the contract and equate to five additional days per year.

The role of the TA is to support students with special educational needs, especially those with EHCPs, alongside the class teacher. This will sometimes be in classes but will also involve individual or, more often, group work where the assistant will be in charge.

The Application Process

Applications to be completed via ETeach.

A phone call, followed by an email will be sent to shortlisted candidates to confirm details of the interview process.

Queries

If you have any queries on any aspect of the application or need additional information, please contact Miss S Hambleton on 0116 2898 688 or via email on shambleton@winstanleyschool.org.uk

Thank you

Advert

Teaching Assistant

Fixed term in the first instance

Paid at Grade 6

27.25 hours per week, plus 5 training days

Salary £15,876 to £16,129 per annum (actual salary)

The Winstanley School is seeking to appoint a committed and enthusiastic Teaching Assistant, to work with the DSL and Pastoral Lead for SEND and SENDCo in supporting our students. Experience of working with children, preferably in an educational setting, would be advantageous. The Teaching Assistant will be based at The Winstanley School, a popular and expanding 11-16 school situated in the heart of the vibrant and engaged Braunstone Town community. Winstanley is increasingly the school of choice for parents living in the local community and has been recognised as good by Ofsted.

This role offers candidates an exciting opportunity to contribute to the school's relentless drive for excellence. You will possess a real passion for contributing to the learning of our young people and be able to promote the vision, and to live the values, of the LiFE Multi-Academy Trust.

The closing date for completed applications is 9am on Monday 24th February 2025

(Interview date to be confirmed)

Application forms and further details can be downloaded from Eteach on

<https://www.eteach.com/careers/winstanleyschool-org/>

LiFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment will be subject to a DBS check and an online search.

At LiFE Multi Academy Trust we embed the principles of equality, diversity and inclusion into everything we do. As a Trust we actively encourage applications from those in minority groups and with diverse backgrounds.

The Winstanley School, Kingsway North, Braunstone Town, Leicestershire, LE3 3BD

Tel 0116 2898688, email shambleton@winstanleyschool.org.uk

Executive Headteacher: Dave Bennett

February 2025

Dear Applicant

Teaching Assistant

Thank you for your interest in the above post.

We are seeking to appoint a Teaching Assistant who has energy, enthusiasm and enjoys working supportively with young people. The successful applicant will join the Learning Support department, a strong team of committed support staff. Ideally you should have experience of working with children, preferably in an educational setting and be aware of a range of special educational needs, and of the barriers these can present to children's learning. Knowledge of the curriculum and the learning activities involved are obviously helpful.

The following information is included in this pack:

- Personnel Specification and Job Description;
- An application form can be downloaded from our website;
- Details of our most recent Ofsted report can also be found on our website or Ofsted's.

If you are interested in applying for our post, please apply on the link below:

- <https://www.eteach.com/careers/winstanleyschool-org/>
- Please outline in your supporting statement any relevant experience and how you would support young people

The Personnel Specification indicates the specific skills and qualities we are interested in and where we expect to make judgements of these in the selection process.

I look forward to receiving your application.

Yours sincerely



Dave Bennett
Executive Headteacher

Job Profile

School:	The Winstanley School
Job Title:	Teaching Assistant – Special Educational Needs
Grade:	6 (Points 9-10) 27.25 hours per week term time plus 5 days for training. The post is fixed until the end of the academic year in the first instance. Actual salary in the region of £15,876 to £16,129 dependent of experience.
Responsible To:	The SENDCo, through the DSL and Pastoral Lead for SEND, and class teachers, or if in a specific department, the Team Leader.
Key Relationships/ Liaison with:	Learning Support Department, Class Teachers, Support Staff, Representatives of External Agencies, e.g. Education Psychologists, etc.
Main purpose:	<p>The TA will:</p> <ul style="list-style-type: none"> • Work with class teachers to raise the learning and attainment of pupils • Promote pupils' independence, self-esteem and social inclusion • Mentor students individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement • Lead small group withdrawal. • Key staff for selected students • Create and keep Learning profiles up to date and relevant • Liaison with parents
Duties and responsibilities	<p>Teaching and learning</p> <ul style="list-style-type: none"> • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND) • Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities • Use effective behaviour management strategies consistently in line with the school's policy and procedures • Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment • Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment • Observe pupil performance and pass observations on to the class teacher • Use ICT skills to advance pupils' learning • Undertake any other relevant duties given by the class teacher <p>Planning</p> <ul style="list-style-type: none"> • Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role • Read and understand lesson plans shared prior to lessons, if available • Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

The TA will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Headteacher or line manager.

Personnel Specification

Criteria	Qualities	Essential	Desirable
Qualifications & experience	<ul style="list-style-type: none"> ● Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held) ● GCSEs at grades 9 to 4 (A* to C) including English and maths (or equivalent) ● Experience of working with children ● Experience of planning and leading teaching and learning activities (under supervision) 	Y	Y Y Y
Skills & knowledge	<ul style="list-style-type: none"> ● Good literacy and numeracy skills ● Good organisational skills ● Ability to build effective working relationships with pupils and adults ● Skills and expertise in understanding the needs of all pupils ● Knowledge of how to help adapt and deliver support to meet individual needs ● Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils ● Excellent verbal communication skills ● Active listening skills ● The ability to remain calm in stressful situations ● Knowledge of guidance and requirements around safeguarding children ● Good ICT skills, particularly using ICT to support learning ● Understanding of roles and responsibilities within the classroom and whole school context ● Understanding of effective teaching methods ● Knowledge of how to successfully lead learning activities for a group or class of children ● Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support ● Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice ● Knowledge of a range of interventions suitable for KS3 and KS4 students 	Y Y Y Y Y Y Y Y	Y Y Y Y Y Y Y Y Y
Personal qualities	<ul style="list-style-type: none"> ● Enjoyment of working with children ● Sensitivity and understanding, to help build good relationships with pupils ● A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school ● Commitment to maintaining confidentiality at all times ● Commitment to safeguarding pupil's wellbeing and equality 	Y Y Y Y Y	