



DUKE'S
ALDRIDGE ACADEMY

APPLICATION PACK

POST OF	Teaching Assistant
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DETAILS ABOUT THE POST	
GRADE	Scale 5, point 12 - 15 (£27,807 - £29,214 FTE) £23,887 - £25,096 pro rata
TYPE OF POST	Support, Permanent, 37 hours, Term time only
START DATE	To start as soon as possible
REASON FOR VACANCY	Establishment needs

INFORMATION PROCESS	
CLOSING DATE	3pm, Friday 10 th March 2023
INTERVIEW DATE	tbc
INTERVIEW PANEL	Principal, Head of Differentiation and HR

EMPLOYMENT CHECKS REQUIRED	
<ul style="list-style-type: none">• Completed application form• Employment history including explanation of any gaps• Proof of academic and professional qualifications• Receipt of two professional references• Enhanced DBS. Overseas criminal records check (if appropriate)• Prohibition from teaching check• Right to work in the UK• Health check	

Contents:

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February 2023

Dear Applicant,

RE: Teaching Assistant

Thank you for expressing interest in the above vacancy we have here at Duke's Aldridge Academy.

Please find below a link to the application form and information about the post. I hope this provides the information that you need in order to decide whether to apply. If you would like any further information, do please contact Sajdah Salani, HR Administrator on 0208 275 0091, ext. 847 or sajdah.salani@aldridgeeducation.org

The academy enjoys a rich mix of culturally diverse students drawn from one of London's most ethnically vibrant wards. This socio-economic profile shields a positive and vital aspect of our academy's community. The academy's specialism is for the arts (English, Media and Art). The academy is fully integrated with the secondary base of the Vale Special Academy for children with physical disabilities and complex needs which share the campus and buildings.

Duke's Aldridge Academy is a member of the Aldridge Education family of academies. The link to the website is as follows: <http://aldridgeeducation.org/>

Duke's Aldridge Academy (formerly Northumberland Park Community School) was judged as 'good' in its last Ofsted inspection in November 2019. We have set ourselves the goal of moving from being good to being outstanding in all aspects.

Duke's Aldridge Academy places teaching and learning at the heart of everything we do and continuously supports and trains its teachers to become excellent. The academy has achieved a dramatic improvement in achievement over the past few years, breaking through the presumptions that social deprivation limits attainment. We intend to continue to raise achievement beyond national averages and that of academies whose children and families are in more fortunate circumstances, as for our children more than others, education and achievement is a vital basis for their future life chances.

Trulock Rd, London N17 0PG | Headteacher: Ms M Duncan M Ed | T: 0208 801 0091 | F: 0208 801 9022 | E: admin@dukesacademy.org.uk | www.dukesacademy.org.uk



When staff, students and families walk through our gates and onto our site, they belong to the Duke's Aldridge Academy. In this community, we build meaningful relationships based on trust and mutual respect. Our classrooms, corridors and the academy environment are safe spaces where nobody is judged and everyone is valued. Our ethos, driven by our commitment to Duke's values, is built on inclusion and our dedication to care for each member of our community as an individual. We put learning and learners first in every decision we make. We are proud of our academy and committed to supporting all staff and students to "be the best you can be".

Once appointed, we expect that all staff will continue with their professional development which emphasises teamwork and the sharing of good practice. Our programmes for trainees and NQTs are particularly strong and have been highly praised by HMI. Staff are valued highly, moral is high and there is strong recognition that all play an important role to enable our academy to succeed.

In completing your application please note the details of the application process and the closing date in the pack. If you have not heard from us by the interview date stated in the applicant's information sheet, I am sorry to say that your application will have been unsuccessful on this occasion.

If you feel that you have the necessary skills and commitment to work at Duke's and relish the opportunity to contribute and make a difference then I look forward to hearing from you.

Yours sincerely,



Monica Duncan
Principal

Additional information about our academy can be found on the academy's website: www.dukesacademy.org.uk

Our Mission

Inspire to Excel

Our Vision

Duke's Aldridge Academy provides an outstanding education within a vibrant community where the expectation is to excel. For each individual we promote achievement, success, strength of character, tolerance and a love for learning. We provide the support, challenge and breadth of experience which ensure our students become creative, resilient and successful adults.

Our Values

We are a values-driven organisation with a commitment to non-selective, inclusive schools providing children and young people with an exceptional educational experience.

We value:

- our students, their potential, their contributions and their aspirations
- the community we serve and its right to locally provided, high quality education
- the cultural diversity and richness of our community within the context of British Values
- academic rigour at all stages to create a learning environment that provides challenge, engagement and achievement
- respect, fairness, courtesy and the right to equality of opportunity as the entitlement of each member of the academy community
- 'professional integrity' and transparency
- our staff and their right to professional development and growth

SAFEGUARDING STRATEGY STATEMENT

Duke's Aldridge Academy Safeguarding Strategy forms a fundamental part of our approach to providing excellent pastoral care to all students. We believe that all students, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

The objective of the Safeguarding Strategy is to help keep our students safe by providing a safe environment for them and to educate them about keeping themselves safe.

The Safeguarding Strategy consists of:

1. Adridge Education Trust Safeguarding Policy
2. Duke's Aldridge Academy Procedures
3. Training to equip staff and volunteers to carry out their responsibilities in relation to safeguarding and promoting the welfare of students

The Safeguarding Strategy provides a clear framework within which individual academies will develop systems and local procedures to:

- Prevent unsuitable people working with children
- Identify students who are at risk of, and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Record and share information appropriately
- Respond to allegations against staff and volunteers
- Promote safe practice and challenge poor and unsafe practice

Adherence to the Duke's Aldridge Academy Safeguarding Strategy is mandatory for **all** staff and volunteers.

We recognise that Safeguarding covers much more than child protection and so this strategy will operate in conjunction with related policies and procedures, such as effective whole academy policies on: health and safety, anti-bullying, behaviour management, IT and academy security.

Our approach to safeguarding is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about students likely to suffer significant harm to the child protection agencies.

We are committed to working in partnership with parents; child protection agencies and diverse communities, to continuously develop and improve the Safeguarding Culture within our academy.

September 2019

Inspection of a good school: Duke's Aldridge

Trulock Road, Tottenham, London N17 0PG

Inspection dates:

5–6 November 2019

Outcome

Duke's Aldridge Academy continues to be a good school.

What is it like to attend this school?

Pupils, parents and carers, staff and governors work together to provide a safe and nurturing environment in the school. Everyone is 'inspired to excel'. Pupils are proud of their school. They like coming to school and appreciate the support and encouragement they receive.

Pupils behave well in lessons because teachers plan interesting activities and provide individual support. Teachers constantly check pupils' understanding, which helps keep pupils focused. Pupils told me that 'teachers encourage you to learn and want you to learn'. Pupils achieve particularly well in English, mathematics, science, modern foreign languages and humanities, which make up the EBacc qualification.

The headteacher and her committed staff have high expectations that pupils will succeed in every area of their lives, as well as academically. An example of this is the help given to pupils who join after the start of the school year, often with little knowledge of English. The school ensures that all pupils leave with qualifications in English and mathematics.

Pupils said that they feel safe at school and on their journeys to and from school. Pupils value staff supervision outside school at the end of the day. Pupils state that bullying is not a problem at school. If it did occur, they know who to talk to and said that it would be dealt with quickly.

What does the school do well and what does it need to do better?

Leaders ensure that there are well-designed plans for how each subject should be taught. Pupils are motivated to learn because teachers challenge and support them. Teachers use resources and thoughtful questioning to help pupils understand new ideas. Pupils stated that during lessons 'everyone was willing to learn'. Pupils' behaviour rarely disrupts learning.

Subject plans ensure that pupils know more and remember more. The plans show how pupils can apply their knowledge to different situations. For example, Year 11 pupils told us how the science experiments they had carried out in Year 10 helped them with this term's work. In a few subjects, such as English, leaders' plans are not carried out as successfully. Leaders have organised appropriate training and support to make the necessary improvements.

Leaders have not ensured that pupils have access to the full range of national curriculum subjects during Years 7 to 9. Leaders have recently reviewed this. They are putting plans in place so that all pupils study a broad range of subjects for as long as possible. A small proportion of pupils gain qualifications in the full range of EBacc subjects. However, the number of pupils studying humanities subjects and a modern foreign language in Years 9 and 10 is increasing.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Most pupils with SEND follow the school's usual curriculum. Leaders identify pupils' needs accurately and check on their achievement. This means that pupils receive appropriate and timely support. Teachers receive the right information and training to help pupils with SEND to succeed.

Leaders and staff provide many opportunities for pupils to develop their character. Pupils told us about the valuable support they receive. For example, Year 7 pupils enjoy working with mentors discussing the move from primary to secondary school. Year 10 pupils told us how their work experience helped them to be more confident and ambitious. They said that it gave them the courage to seek further employment. Pupils explained how they add to the wall in 'purple lane'. This is a space which hosts events that support the many diverse aspects of life, such as LGBT. The wall displays the results of pupils' reflections and their inclusive attitudes.

Pupils' attendance is currently below the national average. Leaders support pupils to improve their attendance. They do this by involving pupils in programmes such as 'hit my target', by tracking attendance and asking for support from other agencies.

We noticed how respectful staff and pupils are towards each other. Pupils said that everyone was friendly and that during breaktimes the playground was 'tension-free'.

Safeguarding

The arrangements for safeguarding are effective.

Pupils, staff, parents and governors all agree that the school is a safe place to be. Staff are well trained and are aware of current safeguarding rules and regulations. Staff and pupils know how to report concerns. Leaders act straightaway to keep pupils safe.

Staff work with families when their children's attendance is low. They work with the local authority and other organisations to keep pupils safe.

Pupils are taught how to keep themselves safe online and out and about. For example, Year 7 watched a theatre presentation on road safety. Pupils told us it was a useful reminder about the dangers of using mobile phones as they cross roads.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not achieve as well in a few subjects as they do in most. Leaders should continue their work to ensure that their plans for how subjects, such as English, should be taught are put into practice.
- Leaders should act on the findings of their curriculum review for key stage 3, so that pupils study a broad range of subjects for as long as possible.
- Some pupils need to attend school more regularly. Leaders need to continue their focus on reducing persistent absence and on increasing attendance. The newly introduced attendance monitoring system will support the work of leaders in this area.
- The school's curriculum is not sufficiently broad in Years 7 to 9. However, it is clear from the actions that leaders have already taken to plan next year's curriculum and the training staff are receiving that they are in the process of bringing this about.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Northumberland Park Community School, to be good on 18–19 January 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	144900
Local authority	Haringey
Inspection number	10124650
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1019
Appropriate authority	Board of trustees
Chair of governing body	Malcom Weston
Principal	Monica Duncan
Website	www.dukesacademy.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Northumberland Park Community School converted to become an academy school on 1 September 2017. When its predecessor school, Northumberland Park Community School, was last inspected by Ofsted, it was judged to be good overall.
- The school does not currently send any of its pupils to alternative provision.

Information about this inspection

- We carried out this inspection under section 8 of the Education Act 2005. Inspectors held meetings with the headteacher, senior and subject leaders, the chief executive officer of the multi-academy trust, and governors.
- On the first day of the inspection, we did deep dives in these subjects: English, science, mathematics, geography and history. In each subject, we met with subject leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' work.
- We considered the views of staff from two meetings with groups of staff and feedback from the Ofsted staff questionnaire.

- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff and two external review reports.
- Inspectors considered the views of 48 parents who responded to the Ofsted parental questionnaire.

Inspection team

Hayley Follett, lead inspector

Ofsted Inspector

Ian Morris

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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JOB DESCRIPTION

Post Title:	Teaching Assistant
Location:	Duke's Aldridge Academy
Purpose:	<p>To enable access to learning for all students, and especially for those with Educational Health Care Plans and/ or additional educational needs, by carrying out work, care and/or support programmes under the guidance of members of the Differentiation Department, the Teaching Staff and the Leadership Team. This will involve:</p> <ul style="list-style-type: none"> • Planning, preparing and delivering learning activities for individuals/groups and monitoring students and assessing, recording and reporting on student's achievement, progress and development. • To support students who may have barriers to their learning.
Reporting to:	Head of Differentiation Department
Liaising with:	Curriculum & Pastoral Teams
Working time:	<p>37 hours per week</p> <p>Term Time Only</p>
Salary:	Scale 5, point 12 - 15 (£27,807 - £29,214 FTE); £23,887 - £25,096 pro rata
Responsibilities:	<p>Assessment/Evaluation</p> <ol style="list-style-type: none"> 1. To undertake administrative tasks in support of Code of Practice procedures. 2. To monitor the progress of students taught, to use and maintain departmental records, and carry out regular assessments of students with SEN in accordance with Department Policy and Practice. 3. To contribute to the implementation of termly provision reviews and parental updates (Statutory), Short- and Medium-Term Outcomes (Statutory), Round Robins, Home/School diaries, Annual Reviews (Statutory) and all other SEND paperwork. 4. To provide feedback to students, parents/ carers and staff in relation to progress and achievement. 5. As directed by the teacher, SENCO or HLTAs, to help monitor and evaluate students' responses to learning activities, 6. To provide objective and accurate feedback and reports as required on student achievement and progress ensuring the availability of appropriate evidence. 7. To administer routine tests, participate in access arrangements and undertake marking of students' work. <p>Communication</p> <ol style="list-style-type: none"> 8. To establish and maintain effective communication with staff, students and parents with regards to the progress of students identified with SEND.

	<ol style="list-style-type: none"> 9. To develop effective partnerships with students, acting as a role model and setting high expectations. 10. To promote the inclusion and acceptable conduct of all students within the classroom. 11. To develop effective partnerships with teachers, working within the classroom to support students and assisting in the creation of a positive learning environment and the management of learning resources. 12. To develop effective partnerships with parents, supporting their role in students' learning by contributing/ leading meetings (phone, email or face-to-face) with parents to provide constructive feedback on progress/ achievement/ needs, etc. 13. To liaise with outside agencies as required. 14. To contribute to the active monitoring and promotion of equal opportunities in particular with relation to pupils with SEN. 15. To provide detailed feedback to students, parents and teachers on student progress, achievements and perceived difficulties. <p>Curriculum Development</p> <ol style="list-style-type: none"> 16. To work collaboratively within the Differentiation department to foster an integrated approach to Learning Support and support the implementation of the department's and whole academy's development plan. 17. To work within the whole academy and departmental structures for discipline, teaching and reporting. 18. To promote independence and employ strategies to recognise and reward achievement of self-reliance. 19. To adjust the learning activities and teaching programmes to take account of individual student needs and responses. 20. To assist with planning of learning activities and creating the supporting resources. 21. Under the instruction and supervision of the SENCO, HTLAs or an external specialist, to run small groups of withdrawal, where appropriate, to support students with a range of needs. 22. To provide support in extracurricular activities run by the Differentiation Department. 23. To participate in training and development activities and programmes, and attend and participate in meetings as required. <p>Support for the Academy</p> <ol style="list-style-type: none"> 24. Comply with and assist in the development of policies and procedures relating to safeguarding of children, health and safety and security, confidentiality and data protection, reporting concerns to an appropriate person. 25. Comply with the academy's Equal Opportunities Policy 26. Contribute to the overall ethos/work/aims of the academy 27. Deliver out- of academy learning activities within the parameters of contracted hours including departmental meetings, achievement evenings and parental/ specialist service meetings as appropriate, 28. Be part of the academy Duty Rota including supervision during the lunch period but such that the post holder has a lunch break or at least 30 minutes 29. To discipline students within the policies and practices of the academy
Other Duties:	<p>To undertake other duties consistent with the scope of the post and within the competence of the post-holder as required.</p> <p>To undertake a duty as appropriate.</p> <p>To have due regard for safeguarding and promoting the welfare of children</p>

	<p>and young people and to follow the child protection procedures adopted by the academy.</p> <p>I GENERAL RESPONSIBILITIES COMMON TO ALL STAFF</p> <p>1.1 To be part of the academy’s duty rota as required, including supervision during the lunch period, but such that the post holder has a lunch break of at least 30 minutes</p> <p>1.2 To promote positive student conduct. To confront negative student conduct and take appropriate steps to deal with it.</p> <p>1.3 To comply with the academy’s Health and Safety Policy and to ensure that working environments and working practices employed by the postholder</p> <p>1.4 To promote the academy’s equal opportunities policy and to work in accordance with it.</p> <p>To carry out duties as may reasonably be required from time to time.</p>
Equal Opportunities:	To carry out these duties with due regard to the Academy’s Equal Opportunities Policy and priorities.

Safeguarding Statement:

Aldridge Education is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share this commitment.

Where the role for which you are applying involves engaging in regulated activity, it is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

A copy of Aldridge Education’s Child Protection policy is available on our website at www.aldridgeeducation.org

Following successful interview, Aldridge Education will carry out the necessary prohibition checks for all teaching staff, as well as for all candidates undertaking regulated activity.

If you are shortlisted for the position you are applying for, you will be required to complete a Declaration giving details of any relevant criminal offences and other relevant information relating to our safeguarding duty. Further information will be provided on that form.

Any offer of employment will be made conditional upon a satisfactory enhanced DBS check and barred list check (where applicable to the role in question).

If you are shortlisted for the position you are applying for, Aldridge Education will undertake online searches (including social media) in accordance with KCSIE 2022.



HOW TO APPLY / PROCESS OF SELECTION

If after reading the details you would like to apply for this post, please:

1. Complete the application form in full online via the Trust's People HR Applicant Tracking System <https://aldridgeeducation.peoplehr.net/Pages/JobBoard/Opening.aspx?v=c5076166-9ac2-4902-b7c9-273c72815ff4>
1. DBS declaration **must** be completed and returned
2. Interviews are planned for: **tbc**

Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a support statement addressing the job requirements.

References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

Safeguarding children

Prior to appointment, formal checks will be made in accordance with the current requirements relating to child protection, this will include an enhanced DBS check.

Feedback

Please note that we do not confirm receipt of applications.

Selection process

Candidates who are shortlisted will be contact and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

We look forward to receiving your application.