



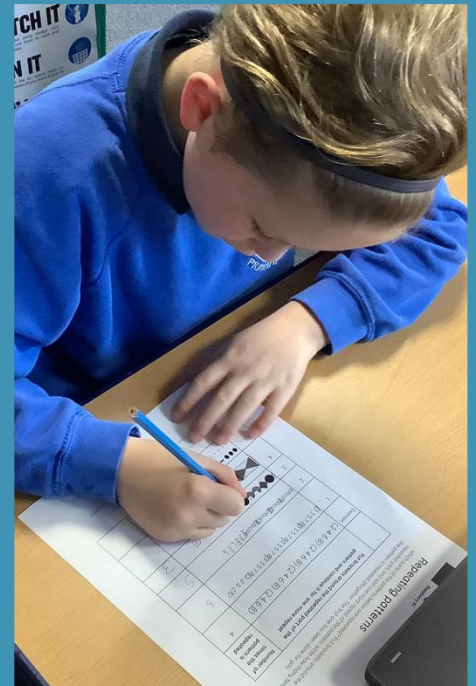
# The Pennine Trust

*Creating opportunity. Inspiring excellence. Shaping tomorrow.*



COLNE PARK HIGH SCHOOL

## TEACHING ASSISTANT LEVEL 3 CANDIDATE APPLICATION PACK





## A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert  
Headteacher

## Staff Benefits



Bike 2 Work  
Scheme



CPD  
Opportunities



Employee  
Assistance  
Programme



Local Discounts



Occupational  
Health Support

## **A message from the Chief Executive**



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address [avickery@parkhigh.penninetrust.org](mailto:avickery@parkhigh.penninetrust.org). Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox  
Chief Executive Officer





# The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***‘creating opportunity, inspiring excellence, shaping tomorrow’*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people’s views
		Support each other to solve problems

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



## **Safeguarding Statement**

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.



## Advert for Teaching Assistant Level 3

<b>Salary Range:</b>	<b>Grade 6 (Pay Scale 11 – 19)</b>
<b>Contract Type:</b>	<b>28.83 hours per week</b>
<b>Contract Term:</b>	<b>Permanent (Term time plus 1 week)</b>
<b>Start Date:</b>	<b>As soon as possible</b>
<b>Closing Date:</b>	<b>12pm noon on Wednesday 8<sup>th</sup> May 2024</b>

We are seeking to appoint an experienced and enthusiastic Teaching Assistant with an outstanding track record, to work in our Learning Support department.

### Why choose Park High School?

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

### The Pennine Trust

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.





<b>POST:</b>	<b>Teaching Assistant Level 3 Job Description</b>
<b>GRADE:</b>	Grade 6 (SCP11-19)
<b>CONTRACT TYPE:</b>	Permanent
<b>HOURS PER WEEK:</b>	28.83 hours per week
<b>WORKING WEEKS:</b>	Term time plus one week (39 weeks)
<b>RESPONSIBLE TO:</b>	Operations Manager / Headteacher
<b>JOB PURPOSE:</b>	To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.
<b>JOB CONTEXT:</b>	<p>To work collaboratively with teachers and others to meet the personal, social and curriculum related needs of pupils, including those with special educational needs and/or bilingual needs. To assist with the planning, delivery and evaluation of the curriculum plan to:</p> <ul style="list-style-type: none"> <li>• implement teaching and learning activities to individuals and groups of students</li> <li>• undertake supervisory cover for classes as appropriate</li> <li>• establish - supportive and constructive relationships with pupils, parents, carers and the wider school community</li> </ul> <p>The Trust is committed to safeguarding and promoting the welfare of our pupils and young people. We have robust Child Protection and Safeguarding Policies and all staff will receive training relevant to their role at induction and throughout employment and we expect all staff and volunteers to share this commitment. This post is subject to a satisfactory enhanced Disclosure and Barring Service criminal records check for work with children.</p>
<b>ACCOUNTABILITIES / MAIN RESPONSIBILITIES</b>	
<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils</li> <li>• With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes</li> <li>• Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning</li> <li>• Support and assist in the development and implementation of appropriate behaviour management strategies</li> <li>• Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher</li> <li>• Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs</li> <li>• Escort and supervise pupils on educational visits and out of school activities under the supervision of a teacher</li> <li>• Undertake lunch / break duties to support the behaviour and welfare of pupils during social time</li> <li>• Invigilate exams and tests, including individual support for those with additional needs</li> <li>• Be responsible for the preparation, maintenance and control of stocks of materials and resources</li> </ul>



	<ul style="list-style-type: none"><li>• Provide short term cover supervision of classes</li></ul>
<b>Communication</b>	<ul style="list-style-type: none"><li>• Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals</li><li>• Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies</li></ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"><li>• Assess, record and report on pupils' attainment and progress within assessment and reporting processes</li><li>• Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters</li><li>• Assist in the induction and development of classroom support staff, cascading information and good practice</li><li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality</li><li>• Participate in staff meetings</li><li>• Share information confidentially about pupils with teachers and other professionals as required</li></ul>
<b>Safeguarding and Promoting the Welfare of Children &amp; Young People</b>	<ul style="list-style-type: none"><li>• Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence</li><li>• Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</li></ul>
<b>Administration / other</b>	<ul style="list-style-type: none"><li>• Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place</li><li>• Undertake routine clerical duties as required</li><li>• Support the use of ICT and adhere to relevant policies</li><li>• Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations</li><li>• Participate in appraisal, training and other learning activities</li></ul>
<b>Data Protection</b>	<ul style="list-style-type: none"><li>• To comply with the Trust's policies and supporting documentation in relation to GDPR, Data Protection, Information Security and Confidentiality</li></ul>
<b>Health and Safety</b>	<ul style="list-style-type: none"><li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</li><li>• To work with colleagues and others to maintain health, safety and welfare within the working environment</li></ul>
<b>Equalities</b>	<ul style="list-style-type: none"><li>• Promote inclusion and acceptance of all pupils</li><li>• Within own area of responsibility work in accordance with the aims of the equality Statement, treating individuals with respect for their diversity, culture and values</li></ul>
<b>Flexibility</b>	<ul style="list-style-type: none"><li>• Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation.</li></ul>
<b>Customer Service</b>	<ul style="list-style-type: none"><li>• The Pennine Trust requires that all employees offer the best level of service to customers and behave in a way that inspires excellence and</li></ul>







	<p>enthusie confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.</p> <ul style="list-style-type: none"><li>• The Pennine Trust requires a commitment to its mission, vision and values and to always have due regard to equality, diversity, dignity and respect.</li></ul>
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<b>Person Specification</b>			
<b>Role: Level 3 Teaching Assistant</b>			
	<b>Essential</b>	<b>Desirable</b>	<b>How measured</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>5 GCSE's grades A-C (or equivalent), including Maths and English</li> <li>Relevant Level 3 qualification and/or A level qualifications</li> </ul>	<ul style="list-style-type: none"> <li>First aid certificate</li> </ul>	A/C  A/C
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of working within young people in an educational setting</li> <li>Experience and suitability to work in classroom settings, manage pupils and support the learning process</li> <li>Experience of effectively dealing with challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Experience of delivering evidence based interventions that accelerate learning</li> </ul>	A / R  A/R/I  A/R/I
<b>Attributes</b>	<ul style="list-style-type: none"> <li>Ambitious and reflective of own strengths and areas for development</li> <li>Respectful of others</li> <li>Collaborative with school and wider community and commitment to the school's ethos</li> <li>Resilient</li> <li>Shows initiative and good judgement skills</li> <li>Ability to work successfully in a team</li> <li>Maintains confidentiality</li> <li>A good attendance and punctuality record</li> <li>Ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>Motivation to work with children and young people</li> </ul>		I/R  I/R I/R  I/R I/R I/R I/R  A/I/R  I/R
<b>Knowledge &amp; Skills</b>	<ul style="list-style-type: none"> <li>Good communication skills, both written and verbal.</li> <li>Knowledge of Behaviour Management techniques</li> <li>Ability to use ICT as part of the learning process</li> <li>Good understanding of child/ young people's development and learning processes</li> <li>An understanding that children/Young people have differing needs and knowledge of inclusive practice</li> <li>Ability to communicate effectively with all children, young people, families and carers</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of classroom roles and responsibilities</li> <li>Working knowledge of relevant policies and legislation e.g. child protection and health &amp; safety</li> </ul>	A/I/R  A/I/R  I/R  A/I/R  A/I/R



Key

A – Application

R – Reference

I – Interview

C – Certificate



## How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

### Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the role of the Teaching Assistant.
- How you would contribute to the wider life of the school.

**Closing date for applications is noon on Wednesday 8<sup>th</sup> May 2024**

Please note we accept electronic applications at:

[supportstaffapplications@parkhigh.penninetrust.org](mailto:supportstaffapplications@parkhigh.penninetrust.org)

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

*The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.*



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