Required: Teaching Assistant Level 2 for a Reception class

Temporary fixed term post until mid-July 2020
Required for 1st September 2019
or as soon as DBS and reference checks are complete.

Grade: Level 4, Spinal Column Point 6-11

The hours of work will be 30 hours per week, to be worked each day between 8.45am & 3.45pm, term time only.

We are looking to appoint a talented Teaching Assistant with a minimum NVQ Level 2 to be part of our thriving, multicultural school and to work as part of our dedicated and hardworking team in our Reception year group. The post is to support teaching and learning in one of the 3 Reception classes.

What are we looking for?
A committed, enthusiastic and positive individual with a passion and talent for working with young children. A clear understanding of how children develop their maths and literacy skills is also required. A literate and numerate person with good IT skills and who is willing to work hard and contribute to the Reception teaching team, is essential. Experience of working with Reception aged children is an advantage. The individual appointed will need to be a flexible team member, able to work across the Early Years Foundation Stage if required.

What can Blackwood offer you?
* a very supportive environment;
* the chance to make a difference;
* fabulous children;
* friendly staff.

An information pack including a job description, person specification and an application form is available from the school website. Visits to school are warmly welcomed and encouraged. Please send completed applications to applications@blackwood.walsall.sch.uk or post to school

Closing Date for applications: Wednesday 26th June 2019, 5pm.
Interview Date: Monday 1st July 2019.
BLACKWOOD SCHOOL

Teaching Assistant post
Temporary fixed term post until mid-July 2019
30 hours per week (term time)

INCLUDED
- Covering Letter
- Information about our school
- Person Specification
- Job description
- Child protection policy statement
- Description of selection process
- Procedure for how discrepancies are investigated
- Procedure for verification/CRB checks and references
- Walsall Council application form
Dear Colleague

Teaching Assistant post
Temporary fixed term post until mid-July 2019.

30 hours per week (term time)

Thank you for your interest in the above post which we hope to fill for 2nd September 2019. To give you as full a picture of our school as possible, we have compiled this pack of information so you can make a positive decision about an application.

Please read the information carefully. We are looking for a dynamic, energetic, creative and enthusiastic person who will make an important contribution to the School through their high quality work. The Ofsted Report from the last inspection (October 2016) can be downloaded from the Ofsted website. If you do decide to apply for a post, would you please bear the following points in mind:

• This post is for 30 hours each week in term time, i.e. 6 hours daily Monday – Friday.
• The closing date for applications is **Wednesday 26th June, 2019** at 5.00pm. Applications should be returned to the school and are welcomed by post or email. Long listing will take place that evening and candidates to be taken forward to interview will be contacted soon afterwards.
• Interviews will take place on **Monday 1st July 2019**
• You are welcome to visit our school and we would certainly encourage you to do so when making your decision about an application. Please contact the school on 0121-353-1876 to make an appointment. Unfortunately we are not able to re-imburse travel expenses.
• Please use the person specification for points of reference in your letter to accompany the application form. The job description may also help you. In addition, please state your views about what makes a child's Reception year successful.
• If there is any further information that you require and which is missing or unclear in this pack, please telephone or email us to ask.

I hope this information has sparked your interest. If you think you may be the person we seek, we look forward to meeting you and receiving your application.

Yours faithfully,

Tracey Coles,
Headteacher
Describing our school

Blackwood School caters for 710 children aged between 3 and 11 years of age. They are accommodated in single age band classes, 3 classes per year group, from full-time Reception children to Year 6 pupils. We do have an expanding nursery that accommodates many young children, most of whom come through into the main school. We are tucked away in spacious, well-kept grounds in Streetly, a residential area on the outskirts of Walsall. We have a large playing field, 2 large playgrounds, a conservation area and wooded areas on site, part of which we use for a Forest School setting. All classrooms are fitted with interactive whiteboards or Clevertouch boards and visualisers, all teaching staff have their own laptops and each year group has a set of I-pads to help develop independent learning skills.

Almost all of our children have had pre-school experience in playgroups or nurseries before joining us. The great majority enjoy supportive parents, are well behaved and eager to learn. Our parents are keen to be involved in their children's education. Our children are warm and friendly little people who are proud of their school.

This academic year we have continued working together on refining our school approach to assessment without levels and moderating judgments so we can be confident of their accuracy. We moved to a thematic and skills based approach to develop a connected and more creative curriculum and are working to retain this approach and add rigour to the knowledge and skills in foundation subjects that children build as they progress through our school. Improving understanding and attainment in maths across the school is also a focus for improvement this academic year. Being a large school makes this work more exciting because we can work in year group teams, phase teams and curriculum teams in our INSET time. Next academic year we will be further developing thinking skills so our children can use their initiative more effectively to develop their learning more independently. Improving art is also on the agenda.

We do offer wrap around care. A school run Breakfast Club offers morning care from 7.30 am until the start of the school day. An after school club, Woodpeckers, managed by a committee including school governors, offers our parents after school care until 6.00pm. The majority of our pupils live within Walsall Metropolitan Borough mostly in privately owned housing. A few live in housing association property. We have a lower than average number of pupils on the SEN register and currently 8 children have an Education and Health Care Plan to help meet their special needs. The number of children with English as a second language is increasing as our school population becomes more multi-cultural. Very few of our children take free school meals.

A team of 6 teachers provide PPA cover that enables year groups teachers to have PPA time together. Teachers have a class responsibility and some have curriculum or thematic responsibility. The school's last OFSTED Inspection was in October 2016. We have an active School Leadership Team and a proactive subject leaders as our middle leaders in school.

When at full strength, we employ a team of 20, part-time Teaching Assistants, including a Children's Advocate. Classroom support they offer is limited and shared amongst classes according to the age of children, size of class and percentage of SEN children. The greatest allocation of classroom support time is centred on our youngest children to ease their transition from playgroups into Nursery and from playgroups or nursery into Reception, where staff ratios are higher, into our school. Teaching Assistants are assigned to a phase and form close working relationships with the teachers and children that they support.
We are a popular, oversubscribed school with places filled from families from across the borough and some from Birmingham addresses. Our very good reputation amongst parents is maintaining our popularity. We are multi denominational but are also proud of our church connections and have links with 3 local churches whose clergy sometimes lead our daily act of collective worship.

Our Governors hope that the recruitment process for this post will be successful so that an appointment can be made for a 1st September 2018 start date with induction during the latter part of the summer term.

CHILD PROTECTION POLICY STATEMENT

Blackwood School is committed to the protection and safety of it’s pupils. We hold child safeguarding as a priority. On interview applicants will be asked to produce two forms of identity, one of which must be photo identification (driving licence or passport). Interviewees must also bring original documentation of the required qualifications. We will ask to see the certificates that verify qualifications cited in your application. If originals cannot be produced, written confirmation of the qualification(s) should be obtained from the awarding body. Successful applicants will be subject to enhanced DBS checks.

DESCRIPTION OF SELECTION PROCESS

To ensure a fair and equitable procedure and guarantee the suitability for appointment, all applicants will be assessed equally against the criteria in the person specification. Only applicants that meet all the ‘essential’ criteria in full will be taken forward.

References will be called for independently, prior to interview, directly from those identified on the candidate’s application form. One must be provided by the current or most recent employer. If the most recent reference does not come from a place of work where the applicant has contact / works with children, a second reference is required from an employer when the applicant last worked with children. For NQTs a reference from a placement school where the candidate has taught during the past 12 months and a college reference will be expected.

References will be obtained directly from the referee in writing. A proforma will be sent to referees requiring specific information including details related to past performance and suitability to work with children. Included in the proforma the referee will be required disclose information about the applicant regarding any disciplinary offences related to children, whether the applicant has been the subject of any child protection concerns and the outcome of any enquiry or disciplinary procedure.

The interview day will include teaching a lesson and a question & answer interview.

Successful applicants will be subject to enhanced DBS checks. Interviews will also include questions about safeguarding children.

VERIFICATION / DISCREPANCIES

Any anomalies of information or issues arising from the application form or references will be taken up at or before interview.

Providing false information is an offence. In the case of false information, the application maybe rejected, summary dismissal of the selected applicant and/or referral to the Teachers Misconduct Team (DfE) or the police if appropriate.
POST: Temporary, fixed term Teaching Assistant to work in a Reception class

GRADE: 4: Point 6 to Point 11 on Support staff pay scales (from £19,171 per annum pro rata)

REPORTING TO: Deputy Headteacher

MAIN PURPOSE OF THE POST:
- To provide high level support to teachers in the management of pupils’ learning
- To work under the instruction or guidance of teaching/senior staff
- To implement agreed work programmes with individuals/groups, in or outside of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve the management/preparation of resources.
- Provide specific support to the teacher in the care of pupils and management of the classroom.
- Provide specific support and care for children with specific needs to enable them to access their learning

MAIN TASKS:
There are many and various tasks, which a Teaching Assistant (TA) at Blackwood is called upon to perform. At times these tasks require flexibility and initiative from those engaged in this post. However you can expect the following duties to be included when working in our school:

SUPPORT TO PUPILS:
- Assist with the development and implementation of Individual Education Plans/Individual behavior plans or personal care plans/programmes
- Supervise and provide particular support for pupils, including those who are more able and those with special needs, ensuring their safety and access to learning activities
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils within the classroom
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities led by yourself or the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher
- Administer to children’s physical needs e.g. changing clothing and cleaning children if required.

SUPPORT TO TEACHER:
- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals and intentions
- Assist with the planning of learning activities
- Monitor pupils’ responses to learning activities and accurately record achievement/progress
as directed

- Provide detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc.
- Undertake assessment of pupils’ work, capturing their learning on an I-pad and tagging this to EYFS profile statements.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer and assess routine tests.
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities, photocopying etc.
- Assist with the display of pupils’ work.

SUPPORT TO CURRICULUM:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy & early years, recording achievement and progress and feeding back to the teacher.
- Lead a ‘Read, Write Inc’ group of children.
- Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

SUPPORT TO SCHOOL (This list is not exhaustive):

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Assist in the training and development of other staff as appropriate.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Administer emergency First Aid when required.
- Use school communication systems to keep up to date and fully informed.
- Model behaviour consistent with the standards and aspirations of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- (See footnote 1)
- Dealing with sick or injured children and their aftermath.
- Rendering elementary first aid as compatible with training.
- Assisting in the maintenance of a tidy and orderly school environment.

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1 Every effort should be made to ensure meetings are within usual contractual hours.
• Maintaining confidentiality, treating information about the school, members of staff and children with complete discretion
• Assist with the mentoring of ITT & work placement students.

**Staff Development**

• To take part in the school’s Staff Development Programme
• To attend team meetings from time to time, outside of defined working hours

**Health and Safety**

• Assist the Headteacher and the School’s Leadership Team with the implementation of the Heath and Safety at Work Act and school policies as appropriate

This job description was reviewed in June 2018 in line with the Local Authority’s model job description.

It is due for review on or before September 2019.

**Note 1:**
The content of this job description will be reviewed with the post holder on an annual basis in line with the School’s performance and development review policy. Any significant change in level of accountability that could result in a change to the interim grade must be discussed with the postholder and the relevant trade union.

**BLACKWOOD SCHOOL**

**TEACHING ASSISTANT IN RECEPTION - PERSON SPECIFICATION**

Employees will need to demonstrate the following requirements in order to perform each of the main activities of the job safely and effectively:

<table>
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<tr>
<th>EDUCATION &amp; QUALIFICATIONS</th>
<th>ESSENTIAL CRITERIA</th>
<th>DESIRABLE CRITERIA</th>
<th>MEASURED BY</th>
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<td></td>
<td>• At least NVQ Level 2 qualification in an applicable area such as Supporting Teaching and Learning in Schools (or willingness to work towards achievement of NVQ L3), or equivalent experience. GSCEs passes A-C in English and maths • First aid training/training as appropriate or willingness to do first aid training</td>
<td>• Completion of TDA induction programme for teaching assistants • NVQ 3 desirable • Training in the relevant learning strategies e.g. literacy, maths</td>
<td>Application form, certificates</td>
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<td>SKILLS &amp; ABILITIES</td>
<td>EXPERIENCE</td>
<td>KNOWLEDGE</td>
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<td>• Ability to relate well to children and adults</td>
<td>• Working with or caring for children of relevant age</td>
<td>• Basic knowledge and understanding of child development &amp; learning</td>
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<td>• Ability to communicate effectively and work with a range of people.</td>
<td>• Experience of working with children with Special Educational Needs</td>
<td>• General understanding of national curriculum &amp; other basic learning programmes/Strategies</td>
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<td>• Ability to use your initiative</td>
<td>• Experience of working with children with speech and language difficulties</td>
<td>• Use of other equipment technology - I-pads</td>
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<td>• Flexible and adaptable in approach</td>
<td>• Understanding of relevant policies/codes of practice &amp; awareness of relevant legislation</td>
<td>• Understanding of RWInc scheme of phonics.</td>
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<td>• Work constructively as part of a team, understanding classroom roles and responsibilities &amp; your own position within these</td>
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<td>• Ability to take responsibility &amp; accountability</td>
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<td>• Demonstration of a ‘can do’ attitude including suggesting solutions, and achieving expectations</td>
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<td>Application form, Interview</td>
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<td>OTHER REQUIREMENTS</td>
<td>A commitment to the inclusion of children with Special Educational Needs within the life of the school community.</td>
<td>Ability to self-evaluate learning needs and actively seek learning opportunities</td>
<td>Application form, Interview</td>
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