Letter from the Head Teacher – Sophie Cavanagh

Dear Candidate,

Thank you for your interest in The Kingston Academy. I am delighted that you are considering joining our accomplished team of teaching professionals. The opportunity to share in the architecture of a new school and be integral in its delivery at a strategic level is unique.

I am looking to appoint a Teaching Assistant to work with our Inclusion team and enable those in need of additional academic support to have the help and guidance that they need to make strong and sustained academic and social progress. We are looking for a candidate with experience of working as a Teaching Assistant.

You will join us at an exciting stage in our development. The recent Ofsted inspection which took place in the Summer of last year judged the school to be outstanding in categories. The project to build a large modern extension, with state-of-the-art STEM provisioning, to house our growing school is now nearing completion. The addition of a new Year 7 intake in September 2018 has taken total pupil numbers to over 700, whilst original History Makers, entering in Year 10, are now well into their GCSE programme which completes in the summer of 2020. In addition, planning for the development of our Sixth Form has begun in earnest.

Recruitment and development of exceptional staff is a top priority for us at The Kingston Academy. Our team comprises committed professionals who are invested in the process of ensuring our pupils achieve to the very best of their abilities. We understand that our drive to build an exceptional school relies upon our ability to recruit a fantastic team of staff and offer them excellent opportunities for professional development.

We hope you will be able to see your place in The Kingston Academy story and come forward to apply for this role.

I very much look forward to receiving your application.

Ms Sophie Cavanagh
Head Teacher

Teaching Assistant Role

The Board of Trustees is looking to appoint a Teaching Assistant to work within our Specialist Resource Provision to support pupils with a statement for ASD. We are looking to appoint a candidate who is an experienced Teaching Assistant.

The role of the teaching assistant will be to:

- Work under the guidance of the HLTA & Inclusion Lead, and within an agreed system of supervision, to implement pre-determined work programmes with individuals and groups of students in or out of the classroom.
- Assist the subject teacher with the whole planning cycle and the management and preparation of resources.
- Supervise as required whole classes, occasionally during the short-term absence of teachers, and maintaining good order and keeping students on task.
- Contribute to the overall ethos, work and aims of the school.
Teaching Assistant - Job Description

Post Title: Teaching Assistant
Salary: The Kingston Academy Operations Pay Scale
Reporting to: SRP Lead / SENCo
Hours: 8.00am until 5.00pm daily (some flexibility may be negotiated)

Salary: Salary Band B to E; – pro rata dependent upon experience

Term time only: 39 weeks per year plus 6.6 weeks holiday (including Public Holidays).

This job description is a general outline of the typical duties and responsibilities to be carried out whilst accepting that these may change at the discretion of the Head Teacher. It is vital that, as the new Academy grows to full capacity, you have the ability and willingness to be flexible and versatile within this role. If you are recruited to a position which does not currently have a full teaching load you will be expected to fulfil other duties and/or roles.

Core Purpose
The purpose of the Teaching Assistant role is to enable pupils in need of additional support to flourish and make academic and social progress by developing, creating and implementing a range of interventions and coaching strategies that supports the ethos and vision of The Kingston Academy.

Specific Responsibilities
The list of tasks below is illustrative of the general nature and level of responsibility of this post. This is likely to change over time in response to the School’s needs and the experience and skills of the team as a whole.

Teaching & Learning
To complement the professional work of teachers by taking responsibility for learning activities, drawing upon best inclusive practice to meet the needs of pupils with SEN within the classroom, and contributing to whole school student outcomes, including:

- providing coaching support and guidance for colleagues to ensure that learning is research based and active. collaborative, fosters adaptive capabilities, encourages self-motivation and independence, located in problem-solving approaches, in real life settings and develops reflection and skills of metacognition;
- planning, preparing and delivering personalised programmes of study in or out of class for pupils who require extra support;
- engaging with the widest range of educational technologies;
- using detailed knowledge and specialist skills to support all pupils’ learning, particularly within the disciplines of Literacy/Numeracy/Social Skills;
• using the full range of monitoring and assessment techniques to ensure learning and progress are maximised and supporting interventions where there is underachievement;

• supporting the delivery of year group and house assemblies;

• supporting pupils consistently whilst recognising and responding to their individual needs; encouraging pupils to interact and work co-operatively with others;

• promoting independence and employing strategies to recognise and reward achievements of self-reliance;

• contributing to the highest possible academic outcomes for all pupils, fostering their enjoyment of learning, understanding of healthy lifestyles, contribution to the wider community and spiritual and moral development.

**Pupil Support**

To act as a key worker and named contact for a group of individual pupils, under the guidance of the SEN & Inclusion Manager, including:

• contributing to the annual process of reviews, monitoring and funding of individual pupils;

• designing and implementing personalised programmes that enable individual pupils to participate fully in lessons and enrichment, and to make appropriate progress, in collaboration with Subject Leaders/Pastoral Management;

• taking responsibility for the support of vulnerable students;

• playing an effective part in the communication of individual pupil progress and in the development of their curricular courses, enrichment and extra-curricular activities;

• providing advice and guidance to enable pupils and families to make informed, appropriate choices at key transition points.

**Specialist interventions**

Under the direction of the SRP Lead or SENCo, and in conjunction with Subject Leaders, take responsibility for planning, delivering, implementing and tracking specialist interventions that will impact upon pupil progress in Literacy/Numeracy/Social Skills, including:

• developing and implementing personalised learning plans;

• using a range of creative styles and activities which sustain pupils’ concentration, motivation and application; time will be used effectively, differentiation used to ensure match of ability to task and new technologies used to maximise learning;

• monitoring and reporting on the impact of interventions and coaching strategies on pupils’ academic and social progress;
• recording information on interventions undertaken, in and out of class, and evidence the impact of these interventions;

• providing objective and accurate feedback and reports on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence;

• assisting in the setting of The Kingston Academy’s targets and the implementation of its development plans, as required.

**School Life**

To play an active role in the life of the School, including:

• promoting the inclusion and acceptance of all pupils in the classroom and wider School community;

• participating in meetings at the School which relate to its curriculum, administration and organisation (e.g. pastoral arrangements, information events and parents’ evenings);

• working within and contributing to established discipline policy to anticipate and manage behaviour constructively promoting self-control and independence;

• assisting in the creation of learning environments where each pupil can demonstrate consistently thoughtful, ethical behaviour, showing consideration for others and offering support to them. taking an active part in the School’s rewards programme celebrating achievement and, where necessary, applying School sanctions.

**General Duties**

In addition to the Job Description there will be the following general duties. They may be modified as the school grows and develops by the Director of Operations, after consultation with you, to reflect or anticipate changes in your role commensurate with the salary and job title.

**General Responsibilities:**
To play a role, under the overall direction of the Head Teacher, in:

• Managing staff and resources.

• Supporting the School’s responsibility to provide opportunities for personal and professional growth of all staff.

• Creating a School environment with an outstanding care and guidance of, and for, each other.

• Supporting outstanding teaching and learning, achievement and behavior across the School.

• Carrying operational responsibility for the day-to-day management of the School.

• Undertaking any other professional duties reasonably delegated by the Head Teacher, Deputy Head of Assistant Head Teacher.
Main Functions:

- To be an active member of the School community who is passionate about ensuring an excellent standard of teaching and learning.
- Provide a flexible service that adapts to the changing needs of the School Community and responds to day to day situations as they arise.
- To ensure that a proactive customer service approach is adopted in all tasks undertaken.
- To be an excellent communicator with the whole School community.
- Ensuring that the School community has the right information at the right time to enable an excellent service.
- To contribute to the ethos of the School by participating and leading on enrichment activities.
- To be an active and supportive part of the wider professional services team.
- Take on relevant responsibilities that are both essential or add value to the School community. For example becoming a First Aider and / or Fire Warden.
- Be aware and alert to the care of each child in the School, monitoring as appropriate and raising concerns when they appear.
- Provide lunchtime and break time supervision as required.
- Consistently produce a high standard of written work.
  To be a professional role model with a clear understanding of tolerance and the importance of diversity.

School Improvement:

- Demonstrate the School’s vision and values in everyday work and practice.
- Continually look to improve practice and keep up to date with latest developments related to your role.
- Be knowledgeable in your role and provide advice and guidance to the School community.

Developing Self and Working with Others:

- Develop positive and collaborative working relationships with, and between staff to provide them with appropriate support and guidance in achieving the school’s priorities and targets.
- Regularly review own practice, set personal objectives and take responsibility for own development.
- Manage own workload and that of others to allow an appropriate work/home life balance.
- Consistently enhance knowledge in relation to your role utilising self-directed learning.

Leading and Managing the School:
• Support the School Business Manager in the safer recruitment, deployment and development of staff to make most effective use of their skills, expertise and experience.

**Securing Accountability:**

• Support the Head Teacher in developing a school ethos which enables everyone to work collaboratively, to share knowledge and understanding, celebrate success and accept responsibility for outcomes.
Community Development:

• Develop effective links, collaboration and the sharing of best practice with local schools and the wider community.

• Promote/preserve outstanding community cohesion across the School and beyond.
• On occasion, attend out of school hours events, as directed by the Head Teacher.

Other Requirements:

• To be aware of all Safeguarding/Child Protection issues.
• To assist with registration as required.
• To carry out your responsibilities at all times with due regard to the organisation and arrangements for Health and Safety at Work (including the preparation of Risk Assessments).
• To carry out your duties in line with the School’s Policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
• The Kingston Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. An enhanced DBS check with barred list information is required for all successful applicants in addition to checking the individual is not subject to a prohibition order. Applicants are required, before appointment to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975.

• Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.
Teaching Assistant - Person Specification

Qualifications

• 5A*-B grades at GCSE including at least C grade in English and Mathematics
• A Level Grades – ABB or better (desirable)
• Honours degree or equivalent (desirable)

Personal Qualities and Relationships

• To have the ambition to develop each child to his or her maximum potential;
• To be able to establish and develop good relationships with all involved in the School, demonstrating positive personal impact and presence;
• To have a positive and motivated approach to work;
• To be willing to share expertise, skills and knowledge and ability to encourage others to follow suit;
• To be able to work under own initiative whilst also drawing upon support as required;
• To have the ability to set high standards and provide a focus for improvement;
• To be able to recommend practical solutions to issues that arise;
• To be flexible and approachable, resilient and calm under pressure, and to demonstrate good judgement;
• To be able to manage own work load effectively and respond swiftly to tight deadlines;
• To be competent in the use of ICT and data entry;
• To have the ability to deal sensitively with people and resolve conflicts;
• To display an awareness, understanding and commitment to the protection and safeguarding of children and young people;
• To have outstanding oral and written communication skills.

Operational Knowledge and Experience (desirable)

• To demonstrate clear understanding and knowledge of best practice and the challenges relating to inclusion in mainstream education;
• To have knowledge of working with children who have special needs;
• To have a track record of raising progress and attainment of all pupils;
• To have experience of drawing up, tracking and monitoring personalised plans;
• To have experience of planning, assessing, reviewing and evaluating interventions effectively and efficiently;
• To have an understanding of the requirements of SEN and Disability Legislation;
• To have experience of using data to compile reports;
• To have experience of collaborative working with teaching and support staff and external agencies;
• To have knowledge of a range of classroom behaviour management strategies;
• To understand how to use specialist expertise in literacy, numeracy and social skills to support their teaching and wider professional activities.

Other

• An understanding and willingness to be involved in School enrichment activities and Going Beyond activities.

Complaints

If, following a future review amendment(s) are made to this document and an agreement is not reached, the appropriate grievance procedure should be used for the settling of any disputes.

Job Description issued by ____________________________
(Signature of the Head Teacher)

Copy received by ____________________________ Date: ___________  (Signature of Employee)