



Information for Applicants

General Teaching Assistant

Grade C

Part-time / Temporary (for One Year in
the First Instance)

Starting as soon as possible

Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

Telephone: 01937 833466
Email: c.earl@tgs.starmat.uk

Headteacher: Mr A Parkinson

February 2020

Dear applicant

Thank you for expressing an interest in applying for the post of General Teaching Assistant.

At Tadcaster Grammar School [TGS] we put the needs of students at the forefront of our decision making and practice. Our curricular and co-curricular offer responds to the aims and aspirations of individuals and we structure these as a 7-year experience. The school is fortunate to have a highly committed and talented staff and governing body and our students are motivated, articulate and keen to learn. TGS is a larger than average school, but we organise our care, guidance and pastoral systems so everyone is seen, heard and valued. Our recent entry into the STAR MAT as a partner school has strengthened our ability to ensure all students enjoy their learning and wider school experience across the 4-19 year old age range.

When I first arrived at TGS there were a number of things that immediately impressed me. The first was the very open and welcoming nature of the school from both the staff and students. The second was the sheer variety of activities which are offered both within the curriculum and after school hours. Finally it was apparent that TGS was a school with a strong reputation for looking after its students and where high standards of conduct are non-negotiable.

Our ambition for the school focuses on developing a culture where all students achieve highly whatever their background or ability. This relies on providing learning and teaching of the highest possible quality to engage, enthuse and motivate. At TGS we do not limit our definition of achievement simply to traditionally academic pursuits; we believe in developing well rounded individuals and, as such, we make a significant investment in the areas of sport, creative and performing arts.

Associate staff play a key role in the development of TGS. We value and support our staff and expect them to strive for improvement and go the extra mile.

If you feel you are ready for the challenge and would like to know more about the school and its activities please take a look at our website at www.tgs.starmat.uk. If you would like to speak with a member of the Learning Support Faculty team or arrange to visit during a school day, please do not hesitate to contact us on 01937 833466 or r.potts@tgs.starmat.uk.

If you choose to take your interest in the post further, I would encourage you to pay attention to the following whilst assembling your application:

- The School Vision and Values Statement
- Job description and person specification for the role of General Teaching Assistant
- The school website
- THE STAR MAT website

I hope the following information shapes your thinking and gives the guidance to help you apply. The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I look forward to the possibility of meeting you soon.

Yours faithfully
Mr A Parkinson
Headteacher

THE SELECTION PROCESS

If you wish to apply for the post of General Teaching Assistant, then you should:

- Fully complete the application form, ensuring all details are accurate and all declarations are signed. Please ensure you include details of two professional referees with one being your current employer (with email addresses). Do not enclose additional CVs.
- Support your application with a covering letter (1 side A4 Arial 11 point, 1.15 spacing, maximum) addressing the following:

How your experience to date best fits you to the requirements of the following sections of the person specification:

- Experience
- Skills and knowledge – generic
- Skills and knowledge – special to role

The short-listing process will, in part, assess your ability to communicate effectively and accurately in the written word.

Your audience for your written work will be school staff and governors.

Remember when addressing the above, ***less is sometimes more.***

Please address all return mail to:

Mrs C Earl
PA to the Headteacher
Tadcaster Grammar School
Toulston
Tadcaster
LS24 9NB

c.earl@tgs.starmat.uk

Appendices

1	The School Vision and Values Statement
2	Job description and person specification for the role of General Teaching Assistant
3	Learning Support Faculty Information

Appendix 1: The School Vision and Values Statement

	<p>Creating outstanding education in all of our schools to enable every young person to flourish and realise their full potential.</p>		<p>Be your best self, be:</p> <p>Ambitious; Resilient; Responsible; Respectful to yourself and others.</p>
---	--	--	---

OUR VISION *(Our cause; our key belief)*

<p>Be your best self</p>	<p>During their 7 years with us at the school, we want all students to maximise their potential through excellent academic and personal development.</p> <p>Each individual should also be:</p> <ul style="list-style-type: none"> ● aware of the needs of others in their thoughts and actions; ● empowered to control their own well-being; ● able to achieve fulfilment in their current and future lives.
---------------------------------	--

OUR CORE VALUES *(These should be seen, experienced & lived)*

All staff and governors at Tadcaster Grammar School are expected to recognise and uphold the STAR Multi Academy Trust **values** of trust, openness and service. In addition:

All **staff** are expected to consistently model the following **values** which underpin everything we do, every day:

<p>Students considered first</p>	<p>All of our decisions should put the needs of students first. All students will be known well, included, valued and heard.</p>
<p>High expectations - no limitations</p>	<p>We do not prejudice potential by preconceptions about individuals or groups of students.</p>
<p>The right curriculum experience for each student</p>	<p>We respond to the aspirations and needs of individual students with a broad and balanced curriculum and diverse co-curricular offer.</p>
<p>The best support for each student</p>	<p>Students are individuals with their own needs and requirements; our care and pastoral support systems need to reflect this.</p>

All **students** are expected and supported to show the following **values** in everything they do in school, every day:

Ambition and resilience	To show a desire and determination to achieve success.
Responsibility	To take ownership for their actions and work in and out of school.
Respect	To be considerate to themselves and others.

OUR SCHOOL

Tadcaster Grammar School is a partner school in the STAR Multi Academy Trust family. The school retains its local community identity and operates with autonomy.

By working in partnership with parents and other organisations, and utilising local and collective strengths within and beyond the STAR MAT, we aim to continue to achieve the very best outcomes for all students during their 7 years with us.

All STAR MAT partner schools offer their students the following opportunities to develop:

Themselves to become:	Their ability to interact with others and contribute positively to society to become:	The knowledge and skills which will equip them for life, with an entitlement to:
<ul style="list-style-type: none"> ● Physically and mentally healthy ● Informed risk takers, problem solvers and critical thinkers ● Articulate communicators ● Reflective, resilient and able to self-regulate 	<ul style="list-style-type: none"> ● Tolerant and respectful of others: different people, places and cultures ● Responsible, aware and engaged citizens: locally, nationally and globally ● Able to develop appropriate and successful relationships 	<ul style="list-style-type: none"> ● Develop mathematical fluency and essential literacy skills ● Be taught a broad, rich and age appropriate programme of study in every subject ● Stimulating and exciting learning experiences both within and beyond the 'classroom' ● Opportunities to take part in sport, performance and other creative activities ● Careers education and guidance

Appendix 2a: Job Description

Job Title: General Teaching Assistant

Post Title:	General Teaching Assistant
School:	Tadcaster Grammar School
Pay Range:	Grade C
Line Manager	SEnCo

Rationale

The Teacher and Teaching Assistant (TA) represent a team, working collaboratively to support students on an individual, group or whole class basis. Teaching Assistants play an important role in extending and enhancing teaching and learning. A Teaching Assistant works under the direction of a teacher, the teacher having ultimate responsibility for the students' learning.

Teaching Assistants are integral to ensuring all young people are included in school and achieve success in their learning.

Accountabilities/ Main Responsibilities

- **Effective Communication and engagement with students and their families**
 - Under the general direction of the class teacher take part in establishing constructive relationships with students, parents and with other agencies/professionals.
 - Communicate effectively with all students and families.
 - Provide support and encouragement to students.
 - Know that communication is a two way process
- **Student development**
 - Support the learning process under the direction of the teaching or other appropriate staff.
 - Provide, with appropriate guidance and supervision limits, educational, emotional and physical support to students.
 - Assist in the implementation of appropriate behaviour management strategies.
 - Observe students behaviour, understand its context, and notice any unexpected changes.
 - Know how to interact with students in ways that support the development of their ability to think, learn and make progress.
 - To carry out programmes of work (such as small group literacy and numeracy support programmes) under the guidance of a subject teacher or SENCO.
- **Safeguarding and promoting the welfare of students**
 - Assist with the supervision of groups and individual students as required.
 - Be responsible for promoting and safeguarding the welfare of students whom you are responsible for and come into contact with.
- **Supporting transitions**
 - Listen to concerns; recognise and take account of signs of change in attitudes and behaviour.
 - Understand your own role and its limits, and the importance of providing care or support.
- **Multi-agency working**
 - Know the value and expertise you bring to a team and that brought by your colleagues.
 - Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with students and families.

- **Sharing information**

- Provide feedback, as requested, to the class teacher or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual students.
- Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security.
- Understand the importance of sharing information, how it can help and the dangers of not doing so.
- Be aware of own (and others') professional boundaries.
- Know that www.everychildmatters.gov.uk provided further information about children, young people and families services and practice.
- Attend staff meetings, training days and management team meetings by agreement with the Headteacher.
- To assist in the planning, delivering, monitoring and reviewing of student progress and contribute to Annual Reviews.

- **Administration/Other**

- Prepare materials and undertake minor clerical duties.
- Participate in the school's Performance Management scheme.
- Supervise students sitting internal and external examinations as required, ensuring that examinations comply with the Examination Board Regulations.
- Participate in training and other learning activities and performance development as required.

- **Health and Safety**

- 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.

- **Equalities**

- Ensure services are delivered in accordance with the aims of the Equality Policy Statement.
- Develop own understanding of equality issues.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. STAR MAT policy is to assess the performance of all new staff during the first 6 months of their contract to determine suitability for continued employment.

Elements of the Job Description may be re-negotiated at the request of either party and with the agreement of both. The post holder may, in addition, be asked to carry out other reasonable duties within the MAT, (which could involve working at other schools), as may be required for the benefit of the school and the students' education and well-being.

Appendix 2b: Person Specification
Job Title: General Teaching Assistant

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications and Training		
<ul style="list-style-type: none"> • Childcare Qualification at Level 2 (or equivalent) • Level 2 Qualification in Maths and English 	*	*
Experience		
<ul style="list-style-type: none"> • Experience appropriate to working with children in an education setting • Experience of working with students who have learning and communication needs and in particular autism • Experience of working with vulnerable learners 	*	* *
Skills and Knowledge		
<ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly with a range of staff, students and parents 	*	
<ul style="list-style-type: none"> • Good understanding of child development and learning processes – recognising individual’s learning differences and the strategies to remove barriers to learning 		*
<ul style="list-style-type: none"> • Behaviour management 		*
Personal Qualities		
<ul style="list-style-type: none"> • Demonstrable interpersonal skills 	*	
<ul style="list-style-type: none"> • Ability to work successfully in a team 	*	
<ul style="list-style-type: none"> • Motivated approach to duties 	*	
<ul style="list-style-type: none"> • Confidentiality 	*	
Other Requirements		
<ul style="list-style-type: none"> • Commitment to the school’s policies and ethos 	*	
<ul style="list-style-type: none"> • Commitment to Continuing Professional Development 	*	
<ul style="list-style-type: none"> • Motivation to work with children and young people 	*	
<ul style="list-style-type: none"> • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	*	
<ul style="list-style-type: none"> • Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline. 	*	
Equal Opportunities		
<ul style="list-style-type: none"> • To assist in ensuring that NYCC’s Equalities policies are considered within the school’s working practices in terms of both employment and service delivery 	*	

Appendix 3: The Learning Support Faculty

At the heart of Tadcaster Grammar School's vision that every student should strive to be their best self is a commitment to improve the lives of all students by helping them to become keen learners who aspire to achieve their best and are passionate about education, seeing learning as an exciting journey that they will continue throughout their life.

Tadcaster Grammar School is proud of its highly inclusive ethos and commitment to offer, with the compatible use of resources, an inclusive curriculum to ensure every student, irrespective of need, receives the best education and has high aspirations for their own future. Tadcaster Grammar School has been recognised for its 'total commitment to being a truly inclusive school' (Ofsted 2012) and for students with SEND, this is achieved through personalisation rather than normalisation; a relentless endeavour to challenge and remove barriers to learning. Indeed 'pupils who have SEND are making good progress because work is appropriate and specialist Teaching Assistants support their achievement' (Ofsted 2017).

We believe passionately in the limitless potential of all our students and we strive to ensure that every student, whatever their need, is successful in achieving their own personal goals through appropriate personalised support and intervention.

The well-being, personal development, progress and success of every child at Tadcaster Grammar School is of the greatest importance and this requires:

- A child centred approach – the students to be at the centre of initiatives to improve attainment and progression;
- An environment where staff can collaborate and develop professionally to improve the quality of provision;
- The open exchange of information and the sharing of expertise.

Values

The values of Tadcaster Grammar School are integral to supporting students with a SEND and will provide:

- A student with every opportunity to reach their full potential
- Recognition of the limitless potential of all with no "one size fits all" approach to support
- An inspiring and challenging environment for students, generating a life-long love of learning
- Inclusive practice – ensuring provision matches need through diagnostic assessment and specialist consultation within a hierarchical response
- An innovative environment where new interventions and resources are embraced and initiated in a culture of continuous improvement
- The sharing of good practice within an appropriate and continuous cycle of CPD
- An on-going drive to achieve academic and personal success
- Ways to work in partnership to improve opportunities for all students in the wider community.

Aim

The Student Development Centre and Field View are fundamental to our Special Educational Needs provision. They are resource bases which offer learning and pastoral support provided by a range of staff from the care and guidance team.

Our aim is to improve inclusion by continuing the education of the most vulnerable students at times when they would otherwise be failing to learn. With our unified approach, we hope to provide the best possible outcomes for our students. We value and encourage the involvement of parents in their child's education. By working together we will achieve success.

Staffing

Assistant Headteacher: Vulnerable Learners	- Melanie Carroll
SENCo	- Richard Potts
Assistant SENCo: Autism Spectrum	- Vikkie Ward
Student Development Centre Manager	- Katy Baron
Co-ordinator for students with Specific Learning Differences	- Sue Campbell
Co-ordinator for Vocational and Personalised Learning Starbuck	- Deborah Parker-
Maths and Adult Numeracy Teacher	- Rachel Miller
English and Reading Intervention Teacher	- Ruth Pechey
Teacher of Autism	- Kim Heneachon
Learning Intervention Teacher	- Maria Petre

Advanced Teaching Assistants

Karen Clift	Deborah Clark
-------------	---------------

General Teaching Assistants

Lucy Bean	Davina Mallinson
Niall Brennan	Amanda Oakley
Gaynor Cockcroft	Jane Presston
Neve Henson	Clare Stone
Sara Hemmingway	Richard Weatherill
Claire Hepworth	
Chloe Ingham	
Caroline Mitchell	
Myra Palmer	

SEN Administrator

Diane Banner

Leadership Link

Mrs Mel Carroll - Assistant Headteacher: Vulnerable Learners

Accommodation and Resources

The Learning Support Team work across the school. The Student Development Centre is situated in the main school and is complimented by Field View, a base for students with ASC, communication needs and other educational needs, offering provision for students who require a bespoke package of learning and pastoral support.

Teaching Assistants specialise in a focused area of provision: our Student Development Centre and Autism Teams, work from their respective bases; the Literacy and Numeracy Teams work in close partnership with our English and Maths Faculties.

Main Roles of the Student Development Centre and Field View

To improve inclusion by continuing the education of the most vulnerable students at times when they would otherwise be failing to learn.

To target interventions for students with additional needs to develop better learning strategies and make progress.

What we Offer?

Quiet learning environments for students who require additional support with their learning and alternative learning pathways.

Resources for students who may, for a period of time need support.

Secure bases for students who need extra support in an alternative space to the classroom.

Programmes which develop social and emotional skills; facilitating students' holistic development, enhancing student motivation, self-expectations and high achievement.

Support and encouragement for students so that they feel able to attend their lessons and participate fully in school life.

We offer physical, medical and sensory support, working closely with outside agencies to ensure all students receive the highest standard of care within school.