

VACANCY - TEACHING ASSISTANT

This is an amazing opportunity to join a brand-new primary school at the very beginning of an exciting journey. Watling Primary opened in September 2023 as the first primary school in The Denbigh Alliance MAT. The Trust values of Care, Education and Opportunity underpin the Watling Primary School ethos.

Job title:	Teaching Assistant - EYFS and Key Stage 1
Start date:	September 2024
Contract type:	Full time, permanent, term-time only plus 5 inset days
Hours:	36 hours Monday, Tuesday, Wednesday 8:30am - 4:00pm Thursday, Friday 8:30am - 4:30pm (half an hour for lunch each day)
Salary:	£22,183 - £26,421 FTE £18,678 - £22,246 actual salary (depending on experience)
Deadline for applications:	Friday 5 th July 2024
Interview date:	We will be operating a rolling programme of interviews and will contact candidates directly with proposed dates.

We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.

We opened in September 2023 and currently have children attending in Early Years Foundation Stage (Reception) and Key Stage 1.

At full capacity, the school will be a 3-form entry primary with places for 630 pupils, with a 39 place Nursery due to open in September of this year.

At Watling Primary School we give children an education that will prepare them for a future we can't even begin to imagine. In addition to the Primary National Curriculum subjects, we focus on developing STEM capabilities (Science, Technology, Engineering and Maths).

The holistic growth of every child through play, exploration, supported risk-taking and opportunities to make connections with the natural world forms an integral part of our curriculum. For this reason, learning outdoors in Forest School is a key part of our provision.

The advertised working hours for our Teaching Assistants are longer than most schools. We want our Teaching Assistants to be involved in all aspects of school life and to have opportunities for their own professional development. The extended hours offered will allow our Teaching Assistants to attend planning meetings and weekly staff training sessions,

alongside Class Teachers. We believe that this reflects our commitment to our support staff and the value that we place on enabling everyone to progress in terms of their knowledge, skills and career aspirations.

Are you looking for...

The opportunity to join a new school at the start of the journey?

A close working relationship with a small team of like-minded individuals?

An opportunity to shape the strategic direction of the school, working closely alongside the Headteacher?

Access to a wide range of roles in order to gain new skills and experiences?

Extensive opportunities for career progression that will occur naturally as the school grows?

We can offer you...

A commitment to continuing professional development, succession planning and extensive opportunities for career progression.

A focus on staff well-being and creating a positive learning environment for all members of the school community.

An opportunity to be brave and try innovative ways of delivering excellence in education.

A brand-new school environment with a focus on sustainability and eco principles e.g. solar panels, intelligent lighting, air source heat pumps, etc.

Dedicated Forest School provision.

Outdoor areas including playing fields, Multi Use Gym Areas (MUGA), sensory landscaping, hard and soft play areas.

Designated internal areas e.g. STEM Room, Arts Studio, Sensory Room, group work rooms, stunning library area, purpose-designed staff room and separate staff work room.

Applications for this vacancy can be made on the My New Term website:

<https://mynewterm.com/school/Watling-Primary-School/481285136>

The Denbigh Alliance is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. An enhanced DBS check and online search is required for all successful applicants.

JOB DESCRIPTION

Role Title	Department	Reports to
Teaching Assistant	Teaching and learning	Class Teacher Headteacher

PURPOSE

To work alongside and under the direction of the Class Teacher and other members of the school community to raise the learning and attainment of pupils.

To provide support to pupils to enable them to access the curriculum, take part in learning and experience high levels of achievement.

To carry out any other reasonable requests, at the discretion of the Headteacher, to meet the changing demands of the school.

DIMENSIONS

Direct Reports	Budget Responsibility
None	None

PRINCIPAL ACCOUNTABILITIES

Teaching and learning

Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the Class Teacher and increase achievement of all pupils.

Promote, support and facilitate inclusion by encouraging participation of all pupils in learning.

Support the teaching of the whole curriculum to enable pupils to achieve their full potential in all areas of learning.

Deliver high-quality interventions (including phonics sessions) to small groups of children.

Support and engage children in purposeful outdoor activities during break and lunchtimes.

Use effective behaviour management strategies consistently in line with the school's policy and procedures.

Use IT skills to advance pupils' learning.

Organise and manage teaching spaces and resources to help maintain a stimulating and safe learning environment.

Supervise a class if the teacher is temporarily unavailable.

Undertake any other relevant duties given by the Class Teacher.

Planning

Read and understand lesson plans shared prior to lessons and ask for clarification on any points of uncertainty.

Take an active role in preparing the classroom and outdoor areas for learning.

Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and sharing these observations with the Class Teacher regularly.

Whole-school organisation, strategy and development

Contribute to the development, implementation and evaluation of the school's policies, practices and procedures and support the overall values and vision of the school.

Make a positive contribution to the wider life and ethos of the school by attending extra-curricular school events.

Work collaboratively on curriculum and other identified school development initiatives to secure co-ordinated outcomes.

Health, safety and discipline

Recognise that health and safety is a responsibility of every employee.

Maintain good order and discipline among pupils, managing behaviour effectively to ensure a positive and safe learning environment.

Comply with health and safety policies and any school-specific procedures to promote the safety and wellbeing of all members of the school community.

Professional development

Take part in the school's appraisal and performance management procedures.

Reflect on own performance to identify strengths and areas for development, taking part in further training in order to improve own teaching.

Seek out opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.

Demonstrate a generous approach to the sharing of knowledge and expertise to actively contribute to the professional development of other members of the school community.

Show commitment to the development and promotion of a learning community for all.

Working with colleagues and other relevant professionals

Develop effective professional relationships with colleagues, working collaboratively to secure the best possible outcomes for all members of the school community.

Liaise with colleagues in other schools, sharing knowledge and expertise and working collaboratively.

Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

Access support and advice from other external agencies.

Personal and professional conduct

Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

Maintain high levels of confidentiality and act with integrity at all times.

Have proper and professional regard for the ethos, policies and practices of the school and adhere to these consistently.

Maintain high standards of attendance and punctuality.

Promote equality and treat everyone with fairness and dignity.

Adhere consistently to the Watling Primary School Staff Code of Conduct.

Safeguarding and Child Protection

Actively promote and safeguard the welfare of ALL members of the school community.

Consistently follow the school policies on safeguarding and child protection.

Keep up to date with developments in safeguarding and child protection.

PERSON SPECIFICATION

E – Essential

D – Desirable

Qualifications/Education	GCSE (or equivalent) including a minimum of a Grade 4 (previously Grade C) in English and Maths (E) Level 2 or 3 Teaching Assistant certificate or diploma (or similar relevant qualification) (D) First Aid training, or a willingness to complete this (D) Forest School approved qualification (D)
Experience	Experience of working in a school environment or other educational setting. (E) Experience of working in Early Years Foundation Stage or Key Stage 1. (E) Experience of delivering specific interventions to support learning. (E) Experience of delivering phonics sessions to small groups of children. (D) Knowledge of the Little Wandle phonics programme. (D)
Knowledge and skills	A sound understanding of the roles and responsibilities of a Teaching Assistant within the classroom and the wider school context. (E) A good understanding of continuous provision and the ways in which it effectively promotes opportunities for learning through exploration. (D)

	<p>Subject and curriculum knowledge relevant to the role and the ability to apply this effectively in supporting the Class Teacher and pupils. (E)</p> <p>Secure literacy and numeracy skills, linked to an understanding of the requirements for age related expectations. (E)</p> <p>A sound understanding of the teaching of phonics and the components of a high quality phonics session. (E)</p> <p>Excellent verbal communication skills and the ability to model high standards of spoken and written English. (E)</p> <p>Competency in the use of IT and a good understanding of how to use IT effectively to support learning. (E)</p> <p>Good organisational skills and the ability to work calmly under pressure. (E)</p> <p>The ability to build effective working relationships with pupils and adults. (E)</p> <p>Skills and expertise in understanding the needs of all pupils and an understanding of how to adapt and deliver support to meet those individual needs. (E)</p> <p>A sound understanding of data protection and confidentiality. (E)</p> <p>Knowledge and understanding of the importance of equal opportunities, multicultural education and inclusion. (E)</p> <p>Knowledge of legal requirements, national policy and guidance on the safeguarding of children. (E)</p>
<p>Particular aptitudes Personal skills</p>	<p>An alignment with the values of The Watling Way. (E)</p> <p>High expectations for all members of the school community and the tenacity to challenge this if appropriate. (E)</p> <p>A commitment to developing respectful, supportive and trusting relationships with all members of the school community to contribute to an overall positive working and learning environment. (E)</p> <p>An ability to maintain high levels of energy and enthusiasm towards your own role and the overall development of the school. (E)</p> <p>A willingness to take on additional responsibilities and gain valuable experience as the school grows. (D)</p> <p>A brave approach to embracing innovative ways of doing things. (E)</p>

Associate Staff Standards

We as Trust colleagues, make upholding the reputation and standards of the Trust our first concern, and are accountable for achieving the highest possible standards in our work and conduct. Our Job Descriptions define the behaviour and attitudes required. We act with honesty and integrity; have strong subject knowledge, keep our knowledge and skills up to date and are self-critical; forge positive professional relationships and work with parents/carers, visitors and outside agencies in the best interests of students.

Personal and Professional Conduct

A colleague is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct for all employees;

We uphold public trust and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students, colleagues, visitors and parents/carers with dignity, building relationships rooted in mutual respect and at all times observing proper boundaries appropriate to our position;
- Having regard for the need to safeguard students’ well-being, in accordance with statutory provisions;
- Showing tolerance of and respect for the rights of others;
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Ensuring that personal beliefs are not expressed in ways which exploit students’ vulnerability or might lead them to break the law;
- Maintaining high standards of confidentiality and acting with integrity at all times.

I hereby confirm that I have received a copy of the above job description

PRINT:

SIGNED:

DATE: