

**Teaching Assistant  
Level 3**

# Candidate Pack

**Location:** Evenwood, Durham

**Start date:** 1<sup>st</sup> September 2023



# A message from our Chair of Directors

Dear prospective applicants,

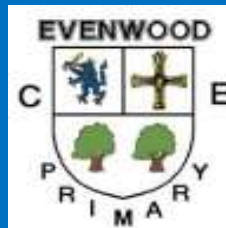
Thank you for taking the time to look at, and consider, applying to Evenwood C of E Primary School, part of One Excellence Multi Academy Trust.

I am proud to be the Chair of Directors of this inclusive, thriving school, where children are put at the forefront of every decision. Our strong team of leaders ensure that the school provides for children's individual needs as well as developing a robust team of teachers and support staff who are highly trained. Evenwood's staff strive for an outstanding level of education every day, ensuring our pupils academic and pastoral needs are met.

As a church school we are strongly guided by our Christian vision and values. We welcome everyone into our school, all faiths and none, and are respectful of each person's individual beliefs and views.

I strongly encourage a visit to our wonderful school so that you can get a feel of the work that is undertaken daily. If you have any questions or queries, please do not hesitate to contact the school, or a member of the school team who will do everything they can to help.

David Bowes





# Our Trust

Since its formation in 2017 One Excellence Trust has grown to include four primary schools, all with thriving nurseries, providing education and opportunities for 1,050 students. As part of our Trust we incorporate one of the 36 DfE English Hubs and two EMS bases (one for communication and interactions and one for SEMH) and a community nurture hub. We pride ourselves on transforming education locally and regionally, with our schools and nurseries being at the heart of their local communities and are determined to raise standards of educational achievement to the very highest levels.

All of our schools are an integral part of their local communities and have a strong sense of identity. We value the contribution each of our communities make and the distinctive opportunities and diversity they offer to the Trust. Working in collaboration, we offer exceptional learning experiences to all of our children, so the children benefit from the strength that being part of the extended One Excellence family brings.

Our vision is to be an ambitious, inclusive, collaborative family of schools, ensuring excellence in education whilst celebrating individuality. We are passionate that as a family of schools we can provide a much better standard of education than working on our own. We know we improve more rapidly as a group of schools in a Trust than if we were a school on our own in an isolated position. This rapid improvement is not achieved at the expense of any school losing its own unique identity or its position within its community. Our academies have no motivation to all be the same. They are different in accomplishments and context but we share the same values and vision for our staff and students. Each academy is a driving force in its own right. By working collaboratively we've been able to create an effective and efficient organisation and business model that allows school leaders and teachers to focus all their attention on their pupils. We work together in a supportive network to evaluate, challenge and improve practice inside and outside of the classroom. We want our students to grow into fully equipped individuals who make meaningful contributions to society and our staff to reach their full professional potential.

We live in a world that requires our children to be prepared to think both critically and creatively, solve complex problems and to communicate well. Mastery of the basics: reading, writing and maths is our core purpose and this sits equal to ensuring our children have access to a high quality non-cognitive skills curriculum ensuring well-developed social and emotional skills.

You can find out more about our Trust by visiting <https://www.oneexcellence.co.uk/>



# About Our School

Evenwood C of E Primary School strives itself on being the heart of the Evenwood community. We are one big family and pride ourselves on the close relationships we have with our families and members of the community. We are privileged to be located on a beautiful site. With our vast green space, we make good use of the outdoors and 'Forest School' has a firm place within our curriculum.

We are a small, village school with 83 children on roll (PAN of 105). We have had many generations of families attending our school. Due to the small numbers and close links with the families, staff have built trusting relationships with them.

We are a controlled Church of England school and have close links with the Diocese of Durham and Newcastle, St. Paul's Church and Cornerstones Church. Our Christian Vision of "Life in all its Fullness" (John 10:10) and our seven Christian Values (Koinonia, Service, Trust, Justice, Thankfulness, Forgiveness and Justice) are the driving force behind everything we do at Evenwood. We have high expectations that all children will leave our school being able to achieve whatever they want to.

We have a small, enthusiastic team at Evenwood. Each member of staff has various strengths which contributes to the ethos and education at our school. Our curriculum is rigorous and focused, developing skills and knowledge while using educational visits and experiences to bring it to life. In addition to a focus on the core standards of reading, writing and maths, we also recognise the importance of a holistic curriculum which encompasses an academic and a non-cognitive curriculum providing opportunities for children to shine in whatever area they excel. We have weekly timetabled forest school sessions for all children, weekly swimming lessons, a range of after school clubs from sports to cooking to even meditation and sewing. Learning and personal needs are met so that children have choices left open to them both now and in the future.

Alongside the school supporting our community, we support other schools across the North East in our roles for St. Michael's English and Durham SCITT. It is our belief that we are responsible for more than just the academic achievement of children in Evenwood, we have a joint responsibility to improve reading and provide high quality teachers across our region

We are very proud of our children's exceptional behaviour, conduct and engagement, which is regularly commented on wherever they go and by visitors and wherever we go. Our children value the school and what it offers. They want and deserve 'Life in all its Fullness'.



*"I have come that you may have life in all its fullness."*

*(John 10:10)*

Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture and enable every child to thrive and to be the person they are fully capable of being.



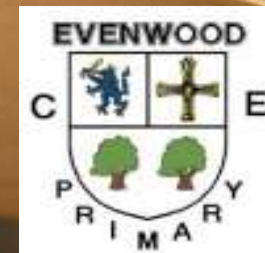


**JOB DESCRIPTION: Teaching Assistant  
Level 3**

**SALARY:** Grade H, Spinal Point 14 - 17  
37 hours term time plus 5 days  
Salary (pro-rata based on current rates)  
£21,860 - £23,095

**TYPE:** 2 Fixed Term Posts  
1<sup>st</sup> September 2023 – 31<sup>st</sup> August 2024

**REPORTING TO:** Headteacher





## Teaching Assistant Grade 3

### Job Description

#### Core Purpose

##### Main Purpose

The Teaching Assistant will:

To work under the guidance of teaching/senior staff and within an agreed system of supervision.

- Implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.
- Provide support in addressing the needs of pupils who need particular help in overcoming barriers to learning.
- Supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task.

#### Core Qualities

The Teaching Assistant will have:

- A friendly, approachable and professional manner
- A calm approach
- A commitment to working as part of the whole school team and supporting the vision and aims of the school
- High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements
- Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners
- Ability to demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work
- Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning
- Able to improve their own practice through observations, evaluation and discussion with colleagues.

#### Qualification, knowledge and skills

- Willingness to participate in relevant training and development opportunities
- NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant
- First Aid training or willingness to undertake appointed person certificate in First Aid
- Child Protection training or willingness to undertake
- Qualifications at GCSE level or equivalent in Maths and English
- Ability to relate well to children and adults
- Ability to work effectively within a team environment, understanding classroom roles and responsibilities
- Ability to build effective working relationships with all pupils and colleagues
- Ability to promote a positive ethos and role model positive attributes
- Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate
- Ability to adapt own approach in accordance with pupil needs
- Advanced understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects
- Understanding of principles of child development, learning styles and independent learning
- Specialist subject knowledge/curriculum/resources (enter here if required by school)
- Experience of resources preparation to support learning programmes
- Effective use of ICT to support learning
- Excellent communication skills
- Excellent numeracy and literacy skills
- Be able to maintain confidentiality
- Excellent listening skills

- The ability to manage behaviour of children in a positive and supportive manner
- Awareness and basic understanding of the school curriculum (within specified age range or subject area)
- General awareness of inclusion, especially within a school setting
- Relevant knowledge of First Aid
- Knowledge of Child Protection
- Equal Opportunities and recognising the nature of the diverse school community
- Understanding of basic technology – computer, video, photocopier etc
- Working knowledge of relevant policies/codes of practice/legislation

#### Additional requirements

#### Special Considerations

- You may be required to travel across Trust schools for training purposes.

#### Duties and Responsibilities

##### **Support for the Pupil:**

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of Individual Education / Behaviour Plans
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

##### **Support for the Teacher:**

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils work and accurately record achievement/progress
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed
- Supervise and assess routine tests and invigilate examinations/tests
- Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc

##### **Support for the Curriculum:**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupil competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

##### **Support for the School:**

- 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
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Supervise pupils on out of school activities as required
- Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility
- Participate in training and other learning activities and performance development as required
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties which may be required from time to time. Any such duties should not, however, substantially change the general character of the post.

**Note: This job description may be amended at any time in consultation with the post holder.**

### **Health and Safety**

It is the responsibility of individual employees at every level to take care of their own health and safety and that of others who may be affected by their acts at work. This includes co-operating with the Trust and colleagues in complying with health and safety obligations to maintain a safe environment and particularly by reporting promptly and defects, risks or potential hazards. Specifically:

- To report any incidents/accidents and near misses to your line manager
- To ensure own safety and safety of all others who may be affected by the Trust's business

### **Appraisal**

All employees will receive appraisals and it is the responsibility of each employee to follow guidance on the appraisal process.

### **Confidentiality**

All employees are required to undertake that they will not divulge to anyone personal and/or confidential information to which they may have access during the course of their work.

All employees must be aware that they have explicit responsibility for the confidentiality and security of information received and imparted in the course of work and using school information assets.

### **Induction**

The school has in place an induction programme designed to help new employees to become effective in their roles and to find their way in the organisation.

### **Safeguarding:**

One Excellence has a Child Safeguarding policy and procedure in place and is committed to safeguarding and promoting the welfare of all its students, each student's welfare is of paramount importance to us and you are expected to share this commitment. All staff will fully comply with the Trust's policies and procedures, attend appropriate training, inform the Designated Person of any concerns, record any potential safeguarding incidents appropriately.

### **Equality and diversity:**

One Excellence is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Partnership's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to One Excellence and the schools within it, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

References will be requested prior to interview



**DBS:**

One Excellence is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

**Pre-occupational health:**

Pre-occupational health check is an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

## Person Specification

Shortlisting is a 2-stage process

Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy Applications that meet the initial criteria will be shortlisted against the Person Specification

**The following Experiences /Qualifications/ Skills are essential (E) / Desirable (D)**

| Qualifications and Training  | E | D |
|--|---|---|
| Willingness to participate in relevant training and development opportunities  | ✓ |   |
| NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant   | ✓ |   |
| First Aid training or willingness to undertake appointed person certificate in First Aid   | ✓ |   |
| Child Protection training or willingness to undertake  | ✓ |   |
| Qualifications at GCSE level or equivalent in Maths and English  | ✓ |   |
| Ability to relate well to children and adults  | ✓ |   |
| Ability to work effectively within a team environment, understanding classroom roles and responsibilities  | ✓ |   |
| Ability to build effective working relationships with all pupils and colleagues  | ✓ |   |
| Ability to promote a positive ethos and role model positive attributes   | ✓ |   |
| Ability to work with children at all levels regardless of specific individual need and identify learning styles as appropriate   | ✓ |   |
| Ability to adapt own approach in accordance with pupil needs   | ✓ |   |
| Advanced understanding of national curriculum and other basic learning programmes/techniques (within specified age range/subject area) e.g. knowledge of core subjects |   | ✓ |
| Understanding of principles of child development, learning styles and independent learning   | ✓ |   |
| Specialist subject knowledge/curriculum/resources (enter here if required by school)   |   | ✓ |
| Experience of resources preparation to support learning programmes   | ✓ |   |
| Effective use of ICT to support learning   | ✓ |   |
| Excellent communication skills   | ✓ |   |
| Excellent numeracy and literacy skills   | ✓ |   |
| Be able to maintain confidentiality  | ✓ |   |
| Excellent listening skills   | ✓ |   |
| The ability to manage behaviour of children in a positive and supportive manner  | ✓ |   |
| Awareness and basic understanding of the school curriculum (within specified age range or subject area)  | ✓ |   |



|   |   |  |
|---|---|--|
| General awareness of inclusion, especially within a school setting                          | ✓ |  |
| Awareness of Equal Opportunities and recognising the nature of the diverse school community | ✓ |  |
| Understanding of basic technology – computer, video, photocopier etc                        | ✓ |  |
| Working knowledge of relevant policies/codes of practice/legislation                        | ✓ |  |

| Core Qualities   | E | D |
|--|---|---|
| A friendly, approachable and professional manner   | ✓ |   |
| A calm approach  | ✓ |   |
| A commitment to working as part of the whole school team and supporting the vision and aims of the school  | ✓ |   |
| High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements            | ✓ |   |
| Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners | ✓ |   |
| Ability to demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work  | ✓ |   |
| Ability to liaise sensitively and effectively with parents and carers, recognising their role in pupils learning   | ✓ |   |
| Able to improve their own practice through observations, evaluation and discussion with colleagues.  | ✓ |   |

| Support for the Pupil  | E | D |
|--|---|---|
| Use specialist (curricular/learning) skills/training/experience to support pupils                            |   | ✓ |
| Experience of assisting with the development and implementation of Individual Education / Behaviour Plans    |   | ✓ |
| Establish productive working relationships with pupils, acting as a role model and setting high expectations | ✓ |   |
| Ability to promote the inclusion and acceptance of all pupils within the classroom                           | ✓ |   |
| Support pupils consistently whilst recognising and responding to their individual needs                      | ✓ |   |
| Encourage pupils to interact and work co-operatively with others and engage all pupils in activities         | ✓ |   |
| Promote independence and employ strategies to recognise and reward achievement of self-reliance              | ✓ |   |
| Provide feedback to pupils in relation to progress and achievement   | ✓ |   |

| Support for the Teacher   | E | D |
|---|---|---|
| Work with the teacher to establish an appropriate learning environment  | ✓ |   |
| Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate  | ✓ |   |
| Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives                   |   | ✓ |
| Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence | ✓ |   |
| Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested   |   | ✓ |
| Undertake marking of pupils work and accurately record achievement/progress   |   | ✓ |

|   |   |   |
|---|---|---|
| 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 | ✓ |   |
| Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, or as directed                  | ✓ |   |
| Supervise and assess routine tests and invigilate examinations/tests  | ✓ |   |
| Provide general clerical/administrative support e.g. administer coursework, produce worksheets for agreed activities etc  |   | ✓ |

| Support for the Curriculum   | E | D |
|--|---|---|
| Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs  | ✓ |   |
| Implement local and national learning strategies e.g. literacy, numeracy, KS3, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills | ✓ |   |
| Support the use of ICT in learning activities and develop pupil competence and independence in its use   |   | ✓ |
| Help pupils to access learning activities through specialist support   | ✓ |   |
| Determine the need for, prepare and maintain general and specialist equipment and resources  | ✓ |   |

| Support for the School  | E | D |
|---|---|---|
| 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   | ✓ |   |
| Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils                                  | ✓ |   |
| Attend and participate in regular meetings  | ✓ |   |
| Recognise own strengths and areas of expertise and use these to advise and support others   | ✓ |   |
| Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate   |   | ✓ |
| Supervise pupils on out of school activities as required  | ✓ |   |
| Accompany teaching staff and pupils on visits and trips as required with appropriate responsibility   | ✓ |   |
| Participate in training and other learning activities and performance development as required   | ✓ |   |
| Show a duty of care and take appropriate action to comply with Health & Safety requirements at all time   | ✓ |   |
| Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.   | ✓ |   |





If you wish to learn more about this exciting opportunity, would like an informal discussion or to arrange a visit to the school, please contact our Head of Governance:  
Natasha White on [Natasha.White@oneexcellence.co.uk](mailto:Natasha.White@oneexcellence.co.uk) or telephone 01642 559609

## How to apply:

Please email your application to: [Natasha.White@oneexcellence.co.uk](mailto:Natasha.White@oneexcellence.co.uk)

Closing date: Monday 19<sup>th</sup> June 2023

Shortlisting date: TBC

Interview date: Monday 26<sup>th</sup> June 2023