

Applicant Information Pack Teaching Assistant



The Archer Academy aims to be an outstanding secondary school at the heart of our community, providing students from all backgrounds with the inspirational education they need to live successful and fulfilling adult lives.

Spring Term 2019

www.thearcheracademy.org.uk



Stanley Road
East Finchley
London N2 8GA

Tel: 020 83654110

March 2019

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **Teaching Assistant**. This pack is intended to give you information about this exciting role and our school's vision and ethos. Further background information is available on our website and in our prospectus – I would encourage you to review both.

Our vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and aspirational education for local children that will prepare them for adult life. We cannot know exactly what the future will bring for our students, but by giving them a love of learning, adaptable skills and the determination to succeed, we will enable them to rise to whatever challenges they face.

We are a growing 11-16 secondary school which opened in September 2013 in East Finchley, serving families in the surrounding areas of North London. The school was created to meet the needs and desires of parents, primary school governors and the local community, for a first-choice, non-denominational, coeducational secondary school. The school is now firmly established, with a strong, experienced team in place.

We are significantly over-subscribed, with over 900 applications for entry in September 2019. We secured our first GCSE results in August 2018, placing us in the top 10% of schools nationally. Our autumn 2018 Ofsted inspection identified the success of our school and its significant capacity for further improvement; therefore, stating that our next inspection will be a Section 5.

We are seeking to build capacity as our school continues to grow and we prepare for the future. This role represents a unique opportunity to join a school with the highest expectations for students and staff, and to help shape the continued growth and expansion of our school over the coming years.

We are a campus school, a model which we believe allows us to create a distinctive atmosphere on each site. Our students complete Lower School, Years 7 to 9, at our Stanley Road campus, a new state of the art building with incredible facilities. Our students graduate to our Upper School at Beaumont Close, just a few minutes' walk away, in Year 10. Our campus provides each cohort the chance to grow and develop amongst their closest peers and creates a real sense of progress when students graduate to the college-like atmosphere of Upper School, a rite of passage they aspire towards. Our campus model also reinforces the small, community feel of our school.

As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy, we are working to build an exceptional school and to do that, of course, we need an exceptional, fulfilled staff team. I ask a lot from my staff,



but in return I can promise extensive support and development opportunities, and the space and freedom to extend your skills which would be hard to find elsewhere.

If, after reading the enclosed information, you would like to apply, please complete the application form which can be found at www.thearcheracademy.org.uk within the Join us tab.

Please submit your application by email to, Karen Neville, HR & Compliance Manager, at kneville@thearcheracademy.org.uk or recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Karen on **02083654110** with any questions.

Deadline for application: Midday on Wednesday 27th March 2019

Planned interview date: W/c 1st April 2019

This is undoubtedly an exciting time to join the Archer Academy. We very much look forward to hearing from you and thank you for your interest in our school.

Kind regards,

A handwritten signature in cursive script, appearing to read "Lucy Harrison", written in black ink.

Lucy Harrison
Headteacher



Our Vision

Our three-fold vision for the Archer Academy is rooted in our desire to provide an outstanding, inclusive and ambitious education for local children, an experience that they will relish and that will prepare them for adult life. It underpins every aspect of life at the Archer Academy, and is the benchmark against which we measure our success.

Realising potential:

Helping students to achieve personally, socially and academically to the best of their abilities. Our outstanding teachers set high standards and challenge each and every student to fulfil their individual potential, both in their studies and through extra-curricular activities.

Inspiring creativity:

Providing an enjoyable and inspirational education that encourages students to be analytical, inventive and self-motivated. This commitment to creativity and analytical thinking applies across the whole curriculum as well as our extra-curricular opportunities.

Engaging with our community:

Ensuring that students respect others and value working with others for mutual benefit. The Archer Academy is a school with its roots in the community, and so responsibility and participation are fundamental to our ethos.

Supporting our students

We create a culture that celebrates achievement in all aspects of school life. For the school, good behaviour and firm discipline underpin a happy, respectful and productive learning environment.

We also offer an extended day twice a week, during which students take part in extra-curricular activities. We provide a broad enrichment programme that covers: sports clubs and teams; creative arts societies; media and politics; vocational and entrepreneurial societies; and voluntary work and awards schemes.

Teaching Assistant Job description

We are looking to appoint an outstanding teaching assistant to join our growing team.

You will be a key member of the team of practitioners responsible for the education and care of the children in the school. You will be involved in contributing to the teaching and learning programme in accordance with the ethos, aims and objectives of the school. The Teacher and the Teaching Assistant work as a team - being 'partners' in supporting the students' access to learning and the whole curriculum (including the National Curriculum) and their independence as learners. You may be required to work with groups or individuals from a class without the presence of the class teacher and supervise activities and tasks.

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|---------------|--|
| Post | Teaching Assistant |
| Grade: | Scale Point 12 - 15 (pro rata term time 40 weeks) Actual salary - £16,595 - £16,780 |
| Hours: | 36 hours per week/40 weeks per year (term time) |

Main Duties

1. Support for students:
 - a) provide appropriate levels of individual attention, reassurance and help for student(s) needs as identified in Individual Education Plans
 - b) support the specific needs of specified students – physical, emotional and/or behavioural
 - c) support student(s) access to the curriculum, their learning in particular lessons and their progress towards specific individual targets
 - d) ensure that teachers are aware of the specific learning needs and targets of identified students
 - e) foster student independence through supporting improvement in their knowledge, skills and understanding
 - f) provide information, advice and direction to students about their behaviour within the agreed framework of school and departmental policies on discipline and behaviour
 - g) take appropriate action to identify, analyse and minimise any risks to health, safety and security in the immediate working environment
 - h) where necessary and under the direction of the teacher, act as an escort on and off school premises, normally in the presence or immediate vicinity of the teacher and in accordance with the School Off Site Policy
 - i) in exceptional circumstances, deliver intimate care as appropriate to students with physical needs, following advice from the Occupational Health Therapist.

2. Support for the teacher(s):
 - a) support student(s) access to the curriculum by differentiating instructions and resources
 - b) prepare materials of the quality and quantity specified by the teacher
 - c) help students to select equipment and materials relevant to their learning tasks and to use these safely and correctly

- d) support the maintenance of student records by providing information to the teacher and recording, in accordance with school and departmental policy, the work and progress of students
 - e) provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school discipline and behaviour policies
 - f) support behaviour management at the beginning and end of lessons and during lesson transfer
 - g) where necessary, correct behaviour to maintain order and discipline
 - h) report uncharacteristic behaviour patterns in individual students and incidents of inappropriate behaviour to the teacher
3. Support for the school/department:
- a) attend meetings, including meetings of the subject/learning support department/team, where appropriate
 - b) contribute to the review of team practice, identifying and sharing information on opportunities for improvement
 - c) demonstrate a willingness to share information and expertise, which could benefit other team members in their work
 - d) give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning
 - e) provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
 - f) actively encourage the development of positive relationships and promote confidence about the care and education of their children during contact and communications with parents, passing on any information given by parents to the appropriate staff member within the school
 - g) promptly report any difficulties in communicating with parents and carers to the class teacher
 - h) **There may be occasions when you are requested to attend residential courses when students with complex SEN or medical needs are attending. You will be given reasonable notice of this.**
4. Support for the curriculum
- a) agree with the class teacher the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and students' development needs
 - b) help students with the use of ICT and appropriate curriculum software
 - c) obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and numeracy and language development
 - d) agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies
 - e) promptly inform the teacher when a student is experiencing learning difficulties that cannot be resolved
 - f) respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self images
 - g) provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
 - h) monitor students' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
 - i) provide an appropriate level of assistance to enable students to experience a sense of achievement, maintain self-esteem and self-confidence and encourage self-help skills



- j) use appropriate strategies for challenging and motivating students to learn
5. Arrangements for appraisal of performance:
- a) participate in the annual performance review process

Experience

At least two years' experience of comparable work in a similar setting
A good standard of education including English and Maths

Skills and abilities

Excellent communicate skills and ability to work as part of a team and to tight deadlines.
Establishing good relationships with students and translating the school ethos into all aspects of the curriculum. Observing and maintaining confidentiality at all times.

Review Arrangements

The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the Headteacher will expect to revise this Job Description from time to time and will consult with the post holder at the appropriate time

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Please submit your application by email to, Karen Neville, HR & Compliance Manager, at recruitment@thearcheracademy.org.uk.

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Planned interview: w/c 1st April 2019

Person Specification

| Skills and Abilities | Essential | Desirable |
|--|-----------|-----------|
| Ability to communicate and interact effectively with children and young people | ✓ | |
| Ability to recognise and identify problems and take appropriate action | ✓ | |
| Ability to understand and contribute to educational programmes | ✓ | |
| Ability to deal with students' physical, emotional and behavioural needs as well as provide individual support as appropriate | ✓ | |
| Knowledge | | |
| Awareness of child development and the range of behaviours expected at different ages and stages of development | ✓ | |
| How to support a child whilst encouraging independence | ✓ | |
| The importance of planning and evaluation of learning activities | ✓ | |
| The importance of adults as role models and the importance of this for Teaching Assistants | ✓ | |
| Record keeping systems and procedures used within schools | ✓ | |
| School behaviour policies | ✓ | |
| Schools' Health and Safety, confidentiality and Equal Opportunities policies | ✓ | |
| The legal implications and restrictions covering the recording of personal information, including the Data Protection Act, Children Act and the statementing process | | ✓ |
| The behaviour patterns that might indicate problems, such as child abuse, substance abuse or bullying | | ✓ |
| National policies for literacy and numeracy | | ✓ |
| The resources used to develop literacy and numeracy skills | | ✓ |
| Qualifications and Experience | | |
| Either, at least two years experience of comparable work in a similar setting and NVQ Level 2 in Teaching/Classroom Assistance (or equivalent qualification) and have been assessed to be competent to progress to Grade 2 | ✓ | |
| Or, relevant GCSE or 'A' level qualifications or equivalent | ✓ | |
| First Aid Qualification | | ✓ |

Safeguarding

The governors at the Archer Academy have developed a Child Protection policy and are committed to safeguarding and promoting the welfare of children and young people.

The successful candidate will be requested to undergo an Enhanced Disclosure from the Criminal Records Bureau (CRB) and obtain any other statutorily required clearance. Candidates must be suitable to work with children and young people (this post is exempt from the provisions of the Rehabilitation of Offenders Act 1974)

Members of the Panel have undergone Safer Recruitment training.