



Applicant Information Pack EAL Teaching Assistant



The Archer Academy is 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.

www.thearcheracademy.org.uk

Summer Term 2022



The Archer Academy

Realising potential. **Inspiring creativity.** Engaging with our community.

The Archer Academy
Stanley Road Campus
Eagans Close
East Finchley
N2 8GA

May 2022

Dear Candidate,

Thank you for your interest in the Archer Academy and the post of **EAL 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 maturing 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.

We are significantly over-subscribed, with over 1100 applications for entry in September 2022. We became a complete school in September 2017 for the first time, with students in years 7 through to year 11. Our pioneer year group sat our first set of GCSE examinations in the summer of 2018. We have now secured four sets of GCSE results, which confidently place us in the top 10% of all schools nationally. We were graded 'outstanding' by Ofsted in June 2019.

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 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.

We currently have 486 students in years 7-9 and 324 students in year 10-11. We are currently an 11-16 school working in a strategic partnership with Woodhouse College and Barnet and Southgate College for post 16 education. This partnership is dynamic and evolving rapidly, securing a third transition point for our students and professional development opportunities for our staff. We are ambitious to continue to develop this provision over the coming years and see ourselves very much as an evolving 11-18 school.

We are now confidently in our ninth year as school, we are firmly established, with a strong, experienced team in place. We are exciting about the opportunities ahead of us as a school as we seek to be beyond outstanding.

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As Headteacher one of my greatest responsibilities and priorities is the recruitment and development of staff. At the Archer Academy we are evolving our 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". Tours of the school are encouraged, with an opportunity to meet staff and students, and we would be delighted to welcome you to our school. Please contact Jessica Scott (details below) to arrange a visit.

Please submit your application by email to, Jessica Scott, Headteacher's PA & HR Manager, at recruitment@thearcheracademy.org.uk. Please do not hesitate to contact Jessica with any questions or to arrange a tour of the school.

Interview dates are as advertised.

Deadline for application: Noon on 4th July 2022

Provisional interview date: Friday 8th July 2022

This is undoubtedly an exciting time to join the Archer Academy, as we move confidently into our next phase. We very much look forward to hearing from you and thank you for your interest in our school.

With my very best wishes,



Lucy Harrison

Headteacher

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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; voluntary work and awards schemes.

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Our School

We want to ensure that our students enjoy their learning and make good progress. We promote an active and inclusive culture of learning, ensuring that our students are inspired and fully involved in developing their skills, knowledge and understanding across all areas of school life and believe that a strong pastoral ethos and structure is a core component in achieving this.

We have high expectations of all our students and motivate them to have the high aspirations which drive a desire to achieve more than they thought possible. Our students are respectful and purposeful in their learning.

We aim to ensure that each student realises their potential whilst at the Archer Academy. We have a creative and academically rigorous curriculum which is designed to support, stretch and challenge all students.

We have high expectations of all our students and motivate them to have the high aspirations which drive a desire to achieve more than they thought possible. Our students are respectful and purposeful in their learning.

Our students receive regular guidance from their subject teachers and form tutors on their progress, they know their current attainment and what they need to do to improve. Our students are developing their skills as independent learners and their abilities to be empowered and successful students.

We focus clearly on developing our students as lifelong learners with the skills they need for their futures. Students' literacy and numeracy skills are explicitly developed both within, and outside, the classroom.

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- 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's Off Site Policy
 - deliver intimate care as appropriate following advice from the Occupational Health Therapist.

Support for the teacher(s):

- support student(s) access to the curriculum by differentiating instructions and resources
- prepare materials of the quality and quantity specified by the teacher
- help students to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- 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
- provide praise and encouragement to students to recognise and promote positive student behaviour in accordance with school discipline and behaviour policies
- support behaviour management at the beginning and end of lessons and during lesson transfer
- where necessary, correct behaviour to maintain order and discipline
- report uncharacteristic behaviour patterns in individual students and incidents of inappropriate behaviour to the teacher

Support for the school/department:

- attend meetings, including meetings of the subject/learning support department/team, where appropriate
- contribute to the review of team practice, identifying and sharing information on opportunities for improvement
- demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- give clear, accurate and complete information to other teaching assistants, teachers, other professionals and the SENCO as needed, to support effective learning
- provide information to support student progress including information for student records, reports, Individual Education Plans and annual reviews
- 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
- promptly report any difficulties in communicating with parents and carers to the class teacher
- on occasion, to attend residential trips when students with complex SEN or medical needs are attending. You will be given reasonable notice of this.

Support for the curriculum

- 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
- help students with the use of ICT and appropriate curriculum software
- obtain accurate and up-to-date information on students' literacy, current reading ability, their writing skills and numeracy and language development
- agree appropriate learning support strategies with the teacher and obtain the resources needed to implement these strategies
- promptly inform the teacher when a student is experiencing learning difficulties that cannot be resolved
- respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-image
- provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
- monitor students' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- 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

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- use appropriate strategies for challenging and motivating students to learn

Arrangements for appraisal of performance

- Participate in the annual performance review process

Experience

One year's experience of comparable work in a similar setting is highly desirable and a good standard of education including English and Maths

Skills and abilities

Excellent communication 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, Jessica Scott, HR Manager and Headteacher's PA, at recruitment@thearcheracademy.org.uk.

Deadline for application: Midday on Monday 4th July 2022

Interview date: Friday 8th July 2022

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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 one years' experience of comparable work in a similar setting	✓	
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 Archer Academy is committed to safeguarding all children. 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 and a criminal record disclosure will be required prior to appointment- DBS/CRB check. Members of the Panel have undergone Safer Recruitment training.

Diversity and Inclusion

The Archer Academy is also committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community. The Archer Academy is also committed to promoting equality and diversity, challenging discrimination and developing community cohesion. We welcome applications from all sections of the community.