



Teaching Assistant Application Pack



CONCORDIA
ACADEMY



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Letter from Sir Steve Lancashire, Chief Executive, REAch2 Academy Trust

Dear Candidate,

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Teachers within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence, and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Sir Steve Lancashire

Chief Executive, REAch2 Academy Trust



Letter from Raheel Akhtar, Headteacher, Concordia Academy

Dear Candidate,

Children have only one chance at receiving a quality education and it is the job of everyone at Concordia Academy to ensure that it is the best it could possibly be. We have an ambitious and dynamic vision for our school that includes setting a record of high quality outcomes for all of our students.

Our school is underpinned by a blend of values such as respect, hard work and high expectations, coupled with innovations in relation to teaching and learning. We work together to embed a culture of success, high aspiration and reflection in which children can thrive and achieve. We want our students to have the confidence and knowledge to not just live but prosper in a modern, ever-changing society. We will equip them with the skills to succeed and the understanding that will enable them to make the most of the opportunities that they are given.

We are forward thinking in all we do. Our children will study a modern and innovative curriculum, our staff will have access to the very best and latest professional development that has the greatest impact on learning, and our school will be housed in outstanding facilities that are high-tech and custom built. Our goal will always be to improve on what we have done before.

As the headteacher of this vibrant, new school I am delighted to welcome you and I hope you will join us on our journey.

Mr Raheel Akhtar

Headteacher

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



The Role

Teaching Assistant at Concordia Academy

Do you want to join an outstanding new school looking to appoint an ambitious and inspirational teaching Assistant?

Concordia Academy opened as a new free school in 2016. In September 2018, we moved to our superb new purpose-built site on Union Road in Romford. We are currently recruiting for a Teaching Assistant (SEN) to join our already outstanding team.

We are offering you:

- the opportunity to work in a brand new state-of-the-art building with excellent facilities
- huge scope for advancement and fantastic opportunities for career progression
- the opportunity to get in on the ground floor of an exciting new project and to help shape the direction of a new school
- extensive professional development to enhance your knowledge and skills

About the Role

- The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. The Teaching Assistant will advance student learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEN; enable access to learning for students and assist the teacher in the management of students and the classroom.

We are looking for:

- someone to provide excellent provision for our children and play an integral role in the development of our newly formed school
- a candidate who is, or wants to become, an outstanding teacher and leader
- someone who is forward thinking and adaptable
- someone who is relentless in securing academic and emotional progress for every child.

The application

You are invited to submit an application form to Raheel Akhtar (Headteacher) at info@concordiaacademy.co.uk

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact Raheel Akhtar, Headteacher 01708 932710.

The application process and timetable

Application deadline:	Friday 29th October 2021 at midday
School visits:	Contact the school to arrange
Interviews:	Week beginning Monday 1 November 2021
Contract details:	Term time, permanent
Salary:	Grade 1/2 SCP 1-5 NJC Outer London 2020 £17,599 to £18,899 pro rata (FTE £20,658 to £22,185)
Start date:	November 2021

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Please be advised that there is no parking available with this position

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that academies and academy personnel are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all of our pupils.

We have a principle of open competition in our approach to recruitment and will seek to recruit the best applicant for the job. The recruitment and selection process aims to ensure the identification of the person best suited to the job based on the applicant's abilities, qualifications, experience and merit as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system after six months from notifying unsuccessful candidates, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your details will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post:	Teaching Assistant
Salary:	Grade 1/2 SCP 1-5 NJC Outer London 2020 £17,599 to £18,899 pro rata (FTE £20,658 to £22,185)
Hours:	Full Time (36 hours per week) Term time
Responsible to:	SLT/Headteacher

Core Purpose

The Teaching Assistant is a member of a team of practitioners responsible for the education and care of the children in the school. The Teaching Assistant will advance student learning; implement work programmes for individuals/groups and supervise physical/general care of students, including those with SEN; enable access to learning for students and assist the teacher in the management of students and the classroom.

Responsibilities

1. Support for students:
 - a) establish productive working relationships with students, acting as a role model and setting high expectations
 - b) promote the inclusion and acceptance of all students
 - c) encourage students to interact with others and engage in activities led by the teacher
 - d) set challenging and demanding expectations and promote self-esteem and independence
 - e) provide feedback to students in relation to progress and achievement under guidance of the teacher
 - f) assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, including intimate care where required
 - g) supervise and provide specific support for students, including those with special needs, ensuring their safety and access to learning activities
 - h) be responsible for First Aid (after training) in the event of accident or injury and provide documentation as required
 - i) promptly report signs of health problems to the class teacher and comply with school policy and procedures for recording information about pupils' health, including issues of confidentiality
 - j) supervise children at arrival/departure and at other designated times in the school environment, in some cases the teacher may not be in the immediate vicinity where necessary, and under the direction of the teacher, act as an escort on and off school

premises, this may include situations where the teacher is not in the immediate vicinity or immediate sight and in accordance with the Educational Visits Policy

2. Support for the teacher(s):

- a) assist the class teacher in determining the most effective and safe layout of the learning environment for the age range, and any special needs of the students
- b) use strategies, in liaison with the teacher, to support students to achieve learning goals
- c) provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- d) promote positive values, attitudes and good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- e) show effective behaviour management, ensuring a purposeful, orderly and supportive environment
- f) report uncharacteristic behaviour patterns in individual students and incidents of inappropriate behaviour to the class teacher
- g) provide general clerical/admin support e.g. administer work, produce worksheets for agreed activities, photocopying, filing, inputting data etc.
- h) assist with the planning of learning activities
- i) prepare materials of the quality and quantity specified by the teacher
- j) help students to select equipment and materials relevant to their learning tasks and to use these safely and correctly
- k) regularly review stocks of equipment and materials and follow agreed procedures for reporting deficiencies, damage and shortfalls

3. Support for the curriculum

- a) follow the curriculum plans and learning programmes and obtain and use equipment and materials appropriate to the learning objectives and students' developmental needs
- b) give support as needed to help students develop skills in the use of ICT
- c) obtain accurate and up-to-date information on students' current literacy and numeracy skills
- d) agree appropriate support strategies with the teacher to provide literacy/numeracy support across the curriculum and agree appropriate 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) use appropriate strategies for introducing students to key words to help them access the curriculum
- g) respond to students' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images

- h) provide levels of individual attention, reassurance and help with learning tasks as appropriate to students' needs
- i) monitor students' response to learning activities and, where necessary, modify or adapt activities to achieve the intended learning outcomes
- j) provide relevant information to the class teacher about students' learning achievements on a daily basis
- k) 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
- l) use appropriate strategies for challenging and motivating students to learn

4. Support for the school:

- a) be aware of and comply with policies and procedures relating to child protection, health, safety and security and data protection, reporting all concerns to an appropriate person
- b) contribute to the overall ethos/work/aims of the school
- c) attend in-service training and staff meetings when required
- d) participate in training, other learning activities and performance development
- e) assist with the supervision of students out of lesson times, including before and after school
- f) establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students
- g) establish positive and effective relationships with all other stakeholders, including parents and governors
- h) accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
- i) undertake all relevant training as directed by senior staff, including first aid training and safeguarding training
- j) contribute effectively to the review of team practice, identifying and sharing information on opportunities for improvement.
- k) demonstrate a willingness to share information and expertise, which could benefit other team members in their work
- l) comply with Health and Safety regulations
- m) give clear, accurate and complete information to other teaching assistants as needed for them to work effectively
- n) provide information to assist other professionals in their role in accordance with school policies and procedures
- o) show a high level of professionalism at all times, and in accordance with school policies and procedures
- p) be aware of confidentiality and maintain confidentiality linked to home/student/teacher/work, as appropriate

- q) 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 to you by parents to the appropriate staff member within the school
 - r) promptly report any difficulties in communicating with parents to the class teacher
 - s) take part in the wider life of the school, including taking responsibility for leading an extra-curricular activity
 - t) undertake play and lunch time supervision as directed by senior staff
5. Arrangements for appraisal of performance:
- a) participate in the performance review process

ADDITIONAL REQUIREMENTS

1. REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their work and to undertake any appropriate training
2. The post holder is expected to undertake any appropriate training, including recognised professional qualifications, considered necessary to fulfil the role
3. The post holder is expected to demonstrate a flexible approach in the delivery of work. Consequently, the post holder may be required to perform work not specifically identified in the job description.

Person Specification

	Essential	Desirable
Right to work in the UK	*	
Knowledge/Qualifications and experience		
English & Maths GCSE at grade C/D or above	*	
Effective knowledge/use of ICT to support own professional activities and to advance student learning	*	
Prior knowledge, and ability to demonstrate an understanding, of child development and learning		*
Knowledge of Health and Safety in a school environment		*
Understanding of the need for confidentiality in relation to students' personal and protected information	*	
Up-to-date knowledge of relevant legislation and guidance in relation to working with, and the safeguarding and protection of, children and young people		*
N/SVQ Level 3 or above in Teaching/Classroom Assistance (or equivalent qualification appropriate to Early Years)		*
Training in the EYFS and National Curriculum.		*
Relevant medical qualifications/training, such as First Aid training or Paediatric training		*
Experience of working with children in a school-based environment		*
Skills , abilities and personal attributes		
Evidence of a commitment to safeguarding and promoting the welfare of children and young people	*	
Commitment to promote and support the aims of REAch2	*	
Effective communication both written and verbal	*	
Excellent numeracy/literacy skills	*	
Ability to recognise the range and implications of factors that impact on the behaviour of students, e.g. age, gender and culture		*
Display commitment to the protection and safeguarding of children and young people	*	

Demonstrate a positive attitude to learning and a commitment to professional development	*	
Ability to teach a structured activity to a group	*	
Excellent interpersonal skills	*	
Work constructively as part of a team, making important contributions	*	