

# The Priestley Academy Trust



Recruitment Pack - SEN Teaching Assistant



## Respect

At the heart of our schools, respect underpins everyone's behaviour.

## Responsibility

At The Priestley Academy Trust we ensure our pupils take responsibility for their own actions in order to fulfil their potential.

## Excellence

Our aim is for all of our pupils to achieve academic excellence from their first day in one of our schools.

## Compassion

All our pupils and staff will be compassionate towards all those attending or involved with The Priestley Academy Trust.

## Collaboration

Sharing best practice to help ensure our pupils get the best possible education.



## A message from our CEO

Dear Applicant

On behalf of The Priestley Academy Trust, I very much look forward to receiving your application for the post of SEN Teaching Assistant.

The Trust currently consists of six local primary schools, each with an Executive Headteacher/Headteacher or Head of School and a Local Governing Board.

Improving the outcomes for all the children we serve is of paramount importance and is at the forefront of everything we do, which we feel makes us a rewarding place to work.

We are looking for a number of dedicated Teaching Assistants who love working with children with a range of special educational needs. We offer fantastic learning environments alongside skilled and dedicated staff to expand your skills by joining one of our school teams and making a real difference.

If you want to see more of our day-to-day life in school, you can see us on our school websites.

If you have any questions regarding these posts or the Trust, please do not hesitate to contact me via email ([mathew.atkinson@priestley.academy](mailto:mathew.atkinson@priestley.academy)).

I look forward to receiving your application.

Yours sincerely

Mathew Atkinson  
Interim Chief Executive Officer



Be the change

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## About

### The Priestley Academy Trust

The Priestley Academy Trust was established to create a local solution in providing outstanding education and to enable our schools to work together to increase our capacity for embedding and sustaining real school improvement for the benefit of our learners.

Our five core values are respect, responsibility, excellence, compassion and collaboration.

The Trust's mission is to develop all our pupils as both academic and well rounded, independent young people, equipped with the understanding, attitudes, skills and behaviours necessary to succeed in life. We will strive to ensure that they are prepared to succeed in secondary school, higher education, employment and their family and community life.

#### Our Schools

| Academy Name               | Headteacher/Head of School | Pupil Numbers | SEN (%) |
|----------------------------|----------------------------|---------------|---------|
| Atlas Community Primary    | Lisa Simpson               | 233           | 29.5    |
| Green Lane Primary         | Jane Townend               | 687           | 19.6    |
| Lilycroft Primary          | Leah Florence              | 420           | 15.5    |
| Margaret McMillan Primary  | Richard Walker             | 633           | 24.0    |
| Miriam Lord Primary School | Steven Young               | 404           | 11.5    |
| Westbourne Primary         | Joanne Marwood             | 451           | 19.9    |

There are Resourced Provisions in Green Lane and Miriam Lord Primary Schools

Please note that Bryan Harrison is Executive Headteacher of Green Lane and Miriam Lord Primary Schools.

Be the change

# Maximise your potential

## Exciting Opportunity at The Priestley Academy Trust

Do you want to support children to reach their potential and improve their outcomes? Are you ready to Be the Change?

## SEN Teaching Assistants

14 required

Required as soon as possible

The Priestley Academy Trust is seeking to appoint SEN Teaching Assistants who want to join us on our journey to transform the lives of the young people we serve.

Our Trust is made up of six schools in the Manningham area of Bradford.

We serve an exceptionally rewarding area where we make a difference every day to the children and families in our community and we have a proud tradition of nurturing and developing our staff.

We are offering visits to a variety of our schools so you get a sense of our Trust's offer :

Atlas - 04.03.24 or 07.03.24

Green Lane - 28.02.24 or 06.03.24

Miriam Lord - 06.02.24 or 11.03.24

Westbourne - 04.03.24, 07.03.24 or 11.03.24

### We are looking for practitioners who:

- Can support children to become confident and independent learners
- Have passion and commitment to make a difference
- Have high expectations of pupils and a commitment to promoting the strongest levels of care, guidance and support
- Dedicated and creative team players

### Our pupils are looking for:

- Someone who is caring and makes learning fun
- Someone who smiles
- Someone who knows how to help me

### We can offer:

- Incredibly enthusiastic children who want to learn
- A fantastic community of parents and children
- Hardworking and enthusiastic staff who work as a team to raise standards and believe all children can succeed
- Strong support from an experienced team of Trustees, leaders and governors
- High quality training opportunities across the Trust
- A genuine commitment to establishing a healthy work-life balance

If you feel you would like to join our very successful, friendly and supportive Trust we would love to hear from you.

To book a visit, or have a conversation regarding the roles, please contact [sarah.jagger@priestley.academy](mailto:sarah.jagger@priestley.academy)

**Closing date** for all applications is **Friday 15 March 2024, 09:00**

**Interviews** will take place on **Monday 25 March 2024**.

All posts are subject to vetting and recruitment checks, including a satisfactory enhanced disclosure from the DBS.

**Be the Change - [www.priestley.academy](http://www.priestley.academy)**



## Job Description

### Teaching Assistant - SEN

|                               |                      |
|-------------------------------|----------------------|
| Salary:                       | SCP3-4               |
| Reporting to:                 | Assistant Head/SENCO |
| Supervisory Responsibilities: | None                 |
| Location:                     |                      |

## Job Description

### Main purpose of the job:

- ◆ To support access to learning for pupils, including those with a variety of special educational needs, and provide general support to the teacher in the management of pupils and the classroom
- ◆ To supervise and ensure the safety of children throughout the day
- ◆ To encourage children to treat each other with respect and to follow the school's behaviour policies at all times

### Key Activities/Responsibilities

#### Supervisory/Managerial

- ◆ Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working

#### Supervision and guidance

- ◆ To work under the instruction/guidance of teaching/senior staff, and responsible to the Assistant Head/SENCO

#### Range of decision making

- ◆ To make decisions using initiative where appropriate within established working practices
- ◆ The postholder will be expected to use good common sense and initiative in all matters relating to:
  - the conduct and behaviour of individuals, groups or pupils and whole classes
  - the correct use and care of materials by individual and small groups of pupils
  - the safety, mobility (if required) and hygiene and well being of the pupils

#### Responsibility for assets, materials etc

- ◆ To maintain the confidential nature of information relating to the school, it's pupils, parents and carers
- ◆ The provision, use and storage of equipment and materials used by pupils with whom the postholder is working



- ◆ The provision, use and storage of equipment and materials used by pupils with whom the potholder is working
- ◆ General responsibility for the care of all equipment and materials within the classroom/designated area of the school
- ◆ General responsibility for the care of all equipment and materials within the dining room/designated area of the school

#### Contacts

- ◆ Internal at all levels, parents/carers, governors, community groups, health, social services, police, local authority, contractors, external agencies

#### **Range of duties:**

##### Support for pupils

- ◆ Supervise and support pupils ensuring their safety and access to learning, attend to the pupils' personal needs. Implement related personal programmes such as provision maps, PSPs etc, including social, health, physical, hygiene, first aid and welfare matters
- ◆ Supervise and support pupils in healthy eating, physical activity, hygiene in the dinner hall, first aid and welfare matters
- ◆ Supervise designated areas, both inside and outside
- ◆ Ensure that all dining and other areas are cleared of pupils at the end of the lunchtime period
- ◆ Encourage pupils to interact with others and engage co-operatively in activities at lunchtime
- ◆ Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- ◆ Promote the inclusion and acceptance of all pupils
- ◆ Encourage pupils to interact with others and engage in activities led by the teacher
- ◆ Encourage pupils to act independently as appropriate
- ◆ To administer first aid, as appropriate - training will be arranged
- ◆ Due to the nature of the post, intimate care/hygiene may be required

##### Support for teachers

- ◆ Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupils' work
- ◆ Be aware of pupil problems/progress/achievements and report to the teacher as agreed
- ◆ Undertake pupil record keeping as requested
- ◆ Support the teacher in managing pupil behaviour, reporting as appropriate
- ◆ Gather/Report information from/to parents/carers as directed
- ◆ Provide clerical/admin support eg photocopying, typing, filing, collecting money etc

#### Support for the curriculum

- ◆ Support pupils to understand instructions
- ◆ Support pupils in respect of local and national learning strategies eg literacy, numeracy, early years, as directed by the teacher
- ◆ Support pupils in using basic ICT as directed
- ◆ Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use

#### 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
- ◆ Appreciate and support the role of other professionals
- ◆ Attend relevant meetings as required
- ◆ Participate in training and other learning activities and performance development as required, including an evaluation record
- ◆ Assist with the supervision of pupils on visits, trips and out of school activities as required
- ◆ To support, uphold and contribute to the development of Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community

#### Specific conditions of service

- ◆ Undertake already planned structured and agreed learning activities/teaching programmes
- ◆ Keep records of the above or other work carried out with pupils, on a format set out by the teacher
- ◆ There is an expectation that the postholder will comply with the school ethos in terms of behaviour and dress

## Person Specification

| Qualification and Training |   | Form of Assessment               |
|----------------------------|---|----------------------------------|
| Essential                  |   |                                  |
| 1.                         | Willingness to participate in development and training opportunities  | Application/ Interview           |
| 2.                         | GCSE in English and mathematics or equivalent eg Adult Literacy/ Numeracy Level 1   | Application                      |
| Desirable                  |   |                                  |
| 3.                         | Qualifications relating to post eg health, children, practical skills, first aid  | Application                      |
| Knowledge and Skills       |   | Form Assessment                  |
| Essential                  |   |                                  |
| 4.                         | This is a public facing role and therefore it is necessary to be able to demonstrate fluency and proficiency in spoken English. To be able to converse at ease with members of the public (including children) and provide guidance and advice in accurate spoken English | Application/ Interview/Selection |
| 5.                         | Good numeracy/literacy skills   | Application/ Interview           |
| 6.                         | Ability to use relevant technology after training if required   | Application/ Interview           |
| 7.                         | Keyboard/computer skills  | Application/ Interview/Selection |
| Desirable                  |   |                                  |
| 8.                         | Understanding the needs of children with Autism   | Application/ Interview/Selection |
| 9.                         | Understanding the needs of children with SEN and/or learning difficulties   | Application/ Interview/Selection |
| Experience                 |   | Form of Assessment               |
| Desirable                  |   |                                  |
| 10.                        | Experience of working in a team situation   | Application/ Interview           |



## Person Specification

|                                 |  |                                     |
|---------------------------------|--|-------------------------------------|
| 11.                             | Working with or caring for children of relevant age or relevant experience eg voluntary organisation, parental caring responsibility | Application/<br>Interview           |
| 12.                             | General technical/resource experience  | Application/<br>Interview/Selection |
| 13.                             | Clerical/Administrative experience   | Application/<br>Interview/Selection |
| 14.                             | Experience of supporting children with additional needs, eg autism, speech language and communication needs                          | Application/<br>Interview/Selection |
| 15.                             | Experience of supporting children with physical and/or medical needs   | Application/<br>Interview/Selection |
| <b>Disposition and Attitude</b> |  | <b>Form of<br/>Assessment</b>       |
| Essential                       |  |                                     |
| 16.                             | Ability to relate well to pupils and adults  | Application/<br>Interview/Selection |
| 17.                             | Work constructively as part of a team  | Application/<br>Interview           |
| 18.                             | Ability to remain calm under pressure  | Application/<br>Interview/Selection |
| 19.                             | Demonstrate good co-operative, interpersonal and effective listening skills  | Application/<br>Interview/Selection |
| 20.                             | Good sense of humour   | Application/<br>Interview           |
| 21.                             | Flexibility and willingness to accept change   | Application/<br>Interview           |
| 22.                             | Approachable, courteous and able to present a positive image of the school to callers and visitors                                   | Application/<br>Interview           |
| 23.                             | Maintain confidentiality in matters relating to the school, its pupils, parents and carers   | Application/<br>Interview           |
| Desirable                       |  |                                     |
| 24.                             | Ability to understand classroom roles and responsibilities and your own position within these  | Application/<br>Interview/Selection |

## Person Specification

| Other     |  | Form of Assessment                  |
|-----------|--|-------------------------------------|
| Essential |  |                                     |
| 25.       | Willing to undertake further professional training as appropriate  | Application/<br>Interview/Selection |
| 26.       | Commitment to raising standards  | Application/<br>Interview           |
| 27.       | Candidates should indicate an acceptance of and commitment to the principles underlying the Trust's Equal Rights policies and practices                                    | Application/<br>Interview           |
| 28.       | Will not require holiday leave during term time  | Application/<br>Interview           |
| 29.       | Must be legally entitled to work in the UK   | Application/<br>Interview           |
| 30.       | No contra-indicators in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required) | Application/<br>Interview           |
| 31.       | Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Disability Discrimination Act 1995                      | Application/<br>Interview           |
| 32.       | Ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties              | Application/<br>Interview           |

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## Collaboration

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## Selection process guidance

Our aim is to ensure that we recruit the right person for the job. The person specification sets out the criteria used to assess candidates through the selection process.

We are committed to safeguarding our pupils and will assess the candidate's suitability for working with children as part of the selection process. We will check the accuracy of all information and investigate any anomalies.

We take up references prior to interview and use these to verify the information you have given us. Firm offers of employment are never made without satisfactory references. All potential employees are subject to an enhanced disclosure from the Disclosure and Barring Service.

### Visits to schools

Visits to our school are warmly welcomed by prior arrangement. Information on the dates available are detailed later in this document. The visit will give you an opportunity to ask questions about the role and the school to assess if this is somewhere you would like to work.

### Applications

Please ensure that all parts of the application are completed. All applications should be submitted via [Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk). Please ensure you demonstrate how your experience and skills make you suitable for the position and fill in all parts of the form.

### Shortlisting

We assess all applications against the person specification criteria using the evidence you provide in your application. This is done by a panel of senior staff. Candidates who best meet the person specification will be invited to an interview. We will notify you by email. If you do not hear from us, you have not been successful at this stage.

### Reference

We request references for all candidates and your first reference should be your current or last employer.



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## Selection process guidance

### Interview day

The interview day will consist of several tasks and activities including a formal interview. These are designed to allow you to demonstrate your skills and abilities. You will be asked to bring proof of qualifications and identity on the day.

### Final selection

Following the tasks and formal interview, we will use the person specification as guide to select the most suitable candidate for our school. We will then telephone each candidate to inform them of the outcome. We will give brief feedback during this telephone conversation.

### Offer of employment

We will make you a verbal offer of employment by telephone on the day of the interview and this will be confirmed in writing. Any offer is conditional and made subject to:

- References satisfactory to us
- A satisfactory DBS check
- Satisfactory online checks
- Provision of proof of identity and qualifications

### Key dates

Closing date: 15 March 2024, 09:00

Interviews: 25 March 2024

### How to contact us

Via email to [sarah.jagger@priestley.academy](mailto:sarah.jagger@priestley.academy)





## How to apply

If you wish to apply for the post of Teacher at The Priestley Academy Trust, please complete the attached application form outlining how you meet the criteria assessed at application stage on the job description and person specification. A continuation sheet may be used if necessary.

Your application may be accompanied by a letter, no longer than two sides of A4. Within your letter of application you may wish to outline your reasons for applying for the post and give an indication of what you can offer our school.

We would request that you provide details of daytime and evening contact numbers and email addresses for use should you be called for interview.

**The closing date for applications is Friday 15 March 2024, 09:00**

Interviews will take place on **Monday 25 March 2024**

To arrange an informal discussion about the post please contact Sarah Jagger via [sarah.jagger@priestley.academy](mailto:sarah.jagger@priestley.academy)

We are offering visits to a variety of our schools so you get a sense of our Trust's offer :

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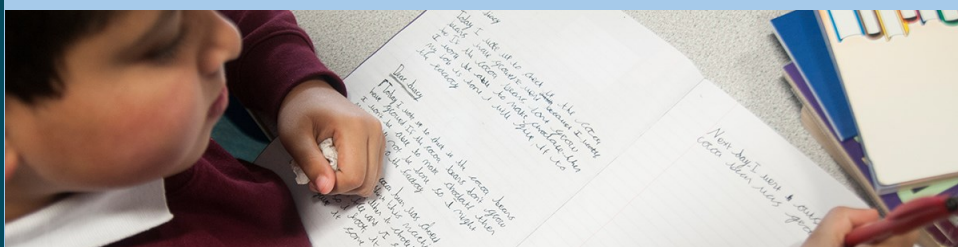
Please contact the school to arrange or if these dates are not suitable

**Applications should be completed via:**

[Vacancies - FaceEd \(face-ed.co.uk\)](https://face-ed.co.uk)

Thank you for your interest in our post. We look forward to receiving your application.

*"Staff value the high-quality professional development they receive in school and from the trust"* - Ofsted, 2019





[www.atlasprimary.co.uk](http://www.atlasprimary.co.uk)



[www.greenlane.bradford.sch.uk](http://www.greenlane.bradford.sch.uk)



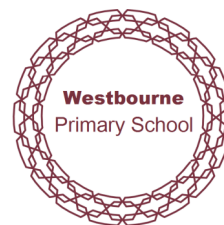
[www.lilycroftprimaryschool.co.uk](http://www.lilycroftprimaryschool.co.uk)



[www.mmps.bradford.sch.uk](http://www.mmps.bradford.sch.uk)



[www.miriamlord.co.uk](http://www.miriamlord.co.uk)



[www.westbourne.bradford.sch.uk](http://www.westbourne.bradford.sch.uk)

Be the change

## The Priestley Academy Trust

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