**Position: Teaching Assistant (Level 2)**

**(2 Posts)**

**Salary: £19,171 - £21,166 (£14,472 - £15,978 pro rata)**

**32.5 hours per week, term time plus 5 days**

**Required as soon as possible**

**Contract term: Fixed Term to July 2020**  **Disclosure Level:** Enhanced

We are seeking to recruit to the role of Teaching Assistant to support the learning of children with additional needs within main stream classes.  Previous experience of working with students with additional needs will be an advantage as would EAL experience.

The appointments will be on a fixed term basis subject to the future budgetary provision, or the operational needs of the school.  It is expected that this will be reviewed at the end of the academic year.

Applications are invited from enthusiastic, dedicated and highly motivated individuals who are able to work as part of the SEND team and provide effective support to our students.

Informal enquiries are warmly encouraged to: Carole Pounder – SENDCO at the school

Application forms are available at: [www.saddleworth.oldham.sch.uk](http://www.saddleworth.oldham.sch.uk) or contact the school by telephone: 01457 872072 or email: [p.price@saddleworthschool.org](mailto:p.price@saddleworthschool.org)

Return completed application forms to Mrs P Price, Business Support Assistant (HR & Payroll) by noon on 7 October 2019. Email [p.price@saddleworthschool.org](mailto:p.price@saddleworthschool.org)

CV’s will not be accepted.

**INFORMATION PACK**

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**Position: Teaching Assistant (Level 2)**

*A Letter from the Headteacher*

**Section 1: An Introduction to Saddleworth School**

**Section 2: Job Description**

**Section 3: Person Specification**

Dear prospective colleague,

Thank you for showing an interest in the post on offer at Saddleworth School. What follows is a snapshot that I hope will give you a genuine insight into our School. I really hope that having read the information and researched the school you feel that your values resonate with ours and you choose to apply. We are seeking to create an exciting learning environment where children and colleagues feel **inspired** and **empowered**.

I joined the Saddleworth team in September, 2011. My first impression was of a well ordered school where children are respectful; a setting in which powerful teaching and learning can flourish. In March 2018, OfSTED judged the school to be “Good” identifying many very strong features. We are looking for colleagues who are focussed on building strong and genuine relationships with children that enable them to learn, develop and flourish.

Saddleworth is a comprehensive and the only local authority maintained 11-16 school in Oldham. The school is significantly oversubscribed and is forecast to remain so for years to come. It serves a semi-rural area; pupils join us from picturesque villages such as Delph, Dobcross and Uppermill as well as areas closer to Oldham such as Lees and Springhead. Whilst the school buildings are not as good as we would like, we are striving to make the most of what we have and we will move to a new build at Diggle in 2020 as part of the Government Priority Schools Building Programme.

Due to our success, the school has been extended significantly over the years and we are now able to accommodate 1380 children, organised into five year groups with up to 280 pupils in each. Although we have restricted space on site, many colleagues work with children away from the school be it via the extremely popular Duke of Edinburgh Award Scheme, excellent PE and sport opportunities or in foreign languages and internationalism. The new school is being designed to accommodate 1500 pupils and will remain an 11 – 16 school with 300 in each year group.

Exam results are traditionally some of the best locally however, everyone at Saddleworth is focussed on improving formal outcomes for children whilst also ensuring that they feel valued and cared for. We are committed to ensuring that we continue to improve teaching and learning at the school and this will include ensuring all teachers are systematically observed at least three times each year and offered effective feedback focussed on developing and improving practice.

The key strength of the school is the staff. There are currently 80 teachers at the school and 60 support staff, be they in the excellent admin team, teaching assistants or site staff. There are some outstanding teachers at the school and there is a good blend of youth and experience. I am regularly struck by the dedication of colleagues who give generously of their time both in and out of school. The school is part of the Dovestone Learning Partnership made up of eight partner primaries and ourselves.

Included in this pack is a more detailed profile of the school as well as an application form. I look forward to hearing from you.

Yours sincerely

Dave Watson

Headteacher

# F:\Saddleworth\Branding\Saddleworth Logo_40mm.jpgSection 1:

# An Introduction to Saddleworth School

# Oldham Metropolitan Borough

The Metropolitan Borough of Oldham was created in 1974 by the amalgamation of the former County Borough of Oldham with Division 23 of the former Lancashire County Council, together with a small part of the former West Riding of Yorkshire (Saddleworth). The Borough has a population of about 220,000 and an area of 55 square miles. A considerable part of the Borough consists of open space including part of the Peak National Park, and there is easy access to the Yorkshire Dales and the Lake District, via the excellent motorway system. There is a wide range of cultural and sporting activities within the Borough and in the neighbouring City of Manchester. Oldham is an amalgamation of towns and villages, new suburbs and isolated farms, well-built terraces and executive homes. There is a comprehensive range of housing available over a wide price band.

**Saddleworth School**

Saddleworth School is a 10-form entry, 11-16 Comprehensive School, situated in pleasant

rural surroundings at the foot of the western slopes of the Pennines, some four miles east of

Oldham. The school enjoys a good reputation. In its Ofsted inspection of March 2018 it was

rated “Good” in every aspect. The school caters for the whole rural district of Saddleworth and also for the nearby residential areas on the eastern side of Oldham. This district contains nine large villages with varied industrial undertakings and farming activities. Manchester and the M62 are within easy reach and the region is popular with commuters. Housing development is mainly of the higher value residential type. A wide range of housing is available within reasonable travelling distance. The school is situated at the northern end of Uppermill Village on the main A670 Ashton-Huddersfield Road which links with the A669 Oldham Road. A bus service from Manchester via Oldham terminates in Uppermill Square.

The school is oversubscribed and the number on roll is currently 1370 but will expand to 1500 when the school moves to brand new premises in the nearby village of Diggle in 2020. This new building is being funded by the Education Funding Agency through the Governments Priority Schools Building Programme. The current site was opened in 1911 and has had a number of buildings added over the years with the major capital project being completed over 30 years ago. In addition to the normal classrooms, facilities include 8 Science laboratories, 11 Art design and Technology rooms, multi-media resource centre, gymnasium, sports hall, computer facilities, assembly hall, dining hall, and canopied social areas. The outdoor sports facilities include an all-weather pitch and MUGA; further playing fields and swimming pool are available, some 15 minutes walk away.

On entry, children in Year 7 are placed in mixed ability classes, but set by ability in Maths as soon as possible. From Year 8 onwards, there is increasing use of setting, the nature of which varies from subject to subject. There is a long standing record of success rates in external examinations and pupils tend to leave with above average attainment. A wide range of extra-curricular activities is available. Fieldwork and outdoor pursuits are very strongly supported; a full programme of sporting activities is maintained, as are a wide range of excellent musical and drama activities and the Duke of Edinburgh Award Scheme is particularly well represented.

The school day is shaped around three, hour and fifty minute periods of learning. Some departments use half periods. The pupils leave early on a Wednesday and all staff engage in training that runs from 1.30pm to 3.30pm.

The pastoral system is organised on a year basis, with each year led by a Home School Leader. Form tutors play a crucial role and it follows; therefore, that all candidates for teaching posts at the school must be fully committed to the education of the ‘whole child’ and be prepared to contribute to the school as an active and caring form tutor. Standards of pupil dress and behaviour are good and children are encouraged to play a part in the running of the school, through the elected prefect body and the school council.

The school has become the focus of many of the leisure pursuits of the local community. It is widely used after school and in the evenings for sport and cultural activities. The element of community service in the Duke of Edinburgh scheme has involved helping the Tame Valley wardens with their conservation work, helping at the museum, and the St John Ambulance, and giving support to the old people in the area.

The school’s high standard of inclusion is well supported by Pastoral Support Assistants who are attached to each Home School. The school also has a Student Support Centre for pupils in need of additional support or time out from mainstream learning. We also have a “Seclusion” facility for pupils who have been unable to maintain the high standards of behaviour we expect.

Saddleworth School is a stimulating and rewarding environment in which to work. This is a school where teachers and pupils can really flourish. By coming to Saddleworth, successful candidates have an excellent opportunity to fulfil their full potential in the teaching profession.

Approval has just been granted by the Secretary of State for the much publicised new build to take place in Diggle, and we are now in the six week period in which legal objections can be raised after which we begin the exciting journey to the development of a brand new state of the art building for the children of Saddleworth.

**Saddleworth School Values**

**Saddleworth school is a place where:**

* We each feel that we are valued by and belong to the Saddleworth family
* All work hard and are considerate and courteous towards each other
* There is a strong belief in and practice of “can do and will do”
* We all embrace opportunity
* We are all encouraged to nurture and develop our passion
* Everyone has a shared sense of community or of themselves
* We develop a sense of our place within the global community
* There is strong mutual respect, pride in self and in others, tolerance and collaboration
* We all model the behaviours of responsible and successful individuals promoting aspirational attitudes and enabling fulfilment of potential in others
* We develop and encourage a growth mindset and positive attitudes in self and others
* We have a community based on equality and opportunity in which all are valued and can and do access
* We embrace success and take pride in our own achievements and those of others

**Key words**

Resilience Quality Opportunity Equality

High Expectations Safety Enjoyment in learning Fairness

Achievement Moral Citizens Equity Positive attitudes

**Section 2: Job Description**

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| **Post Title:** | Teaching Assistant (Level 2) | | |
| **Salary:** | Grade 3 (SCP 16-21) | **Hours:** | 32.5 hours per week, term time plus 5 days |

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| **Purpose of post** | To work under the guidance/instruction of designated teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area under the guidance of teaching staff. | | | |
| **Key areas of responsibility** | * **Support for Pupils** * Establish rapport and respectful, trusting relationships with pupils, acting as a role model and setting high expectations. * Supervise and support pupils to undertake agreed learning activities / programmes linked to local and national curriculum and learning strategies, e.g. literacy, numeracy, KS3 or early years. * Adjusting activities according to pupil responses and needs, including for those with special educational needs. * The role may include supporting and implementing pupils’ personal programme, including social, health, physical, hygiene, and welfare matters. The pupil may also need assistance to access different areas of the school. Following appropriate training and in line with school procedures, to administer basic first aid and/or medication as required. * Promote inclusion and acceptance of all pupils by encouraging them to interact with each other and to engage in activities led by the teacher. * Support the effective use of ICT in learning activities and develop pupils’ competence and independence in its use. * Support the implementation of Individual Education Plans and Behaviour Plans. * Promote self-esteem and independence amongst pupils. * Provide feedback to pupils on their progress and achievement under the guidance of a teacher, in line with school policy. * **Support for Teachers** * Promote good pupil behaviour, dealing promptly with conflicts in line with school behaviour policies. * Establish constructive relationships with parents and carers, promoting the School’s home/school liaison policy. * Assist the teacher with the preparation of teaching and learning materials and resources. * Provide detailed feedback to teachers on pupils’ achievement, progress, problems etc. as requested. * Undertake pupil record keeping as requested, and assist with the collation of pupil reports as requested by the teacher, which may involve data inputting. * Maintain a purposeful, orderly and supportive environment, in accordance with lesson plans. * Assist with the display of pupils’ work. * Prepare, maintain and use equipment/resources required to meet the lesson plans/learning activity and assist pupils in their use. * Administer and mark straightforward routine tests, e.g. spelling or mental arithmetic, and invigilate tests as required. * Provide clerical support for teachers, e.g. photocopying, filing, collecting money, checking deliveries and placing goods in stock and maintaining records of stock, administering coursework, production of work sheets for agreed activities. * **Support for the School** * To support others within the classroom and the School, contributing to the achievement of School objectives by working as part of a team. * Assist with activities outside the classroom, working as part of a team to oversee pupils and support Activity Leaders, e.g. Breakfast Club or accompanying to swimming lessons. * Accompany teaching staff and pupils on visits, trips and out-of-school activities as required and take responsibility for a group under the supervision of a teacher. | | | |
| **General Responsibilities** | * To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. * To uphold and promote the values and the ethos of the school. * To implement and uphold the policies, procedures and codes of practice of the School, including relating to customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. * To take a pro-active approach to health and safety, working with others in the school to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. * To participate and engage with workplace learning and development opportunities, subject to the school’s training plan, working to continually improve own performance and that of the team/school. * To attend and participate in relevant meetings as appropriate. * To undertake any other additional duties commensurate with the grade of the post. | | | |
| **Contacts** | Colleagues working within the School, Pupils, Parents/relatives/carers, Peripatetic services, Educational Psychologists and other education or health care professionals, Governors | | | |
| **Relationships to other posts within the department** | Line managed by: SENDCO/Assistant SENDCO/Business Manager  Supervision given to: Not Applicable | | | |
| **Special Conditions** | DBS required - Enhanced | | | |
| **Job Description Review**  (This job description may be reviewed at any time, subject to the needs of the school, and amended in consultation with the post holder). |  | **Date** | **Name** | **Post Title** |
| **Prepared** | Jun 13 | Garrie Smith | Business Manager |
| **Reviewed** |  |  |  |
| **Reviewed** |  |  |  |

**Section 3: Person Specification**

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| **Post Title:** | Teaching Assistant (Level 2) |

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|  | **Criteria** | **Category** | **How Assessed** |
| **Education & Qualifications** | * NVQ 2 for Teaching Assistants or equivalent qualification or experience * Literacy and Numeracy skills equivalent to Level 1 of the National Qualification & Credit Framework * Completion of Department for Education Teacher Assistant Induction Programme (or to complete within first term) * Willingness to undertake training in relevant learning strategies e.g. literacy/ Key Stage 3 * Paediatric First Aid certificate * Willingness to obtain a Paediatric First Aid certificate * EAL Qualification | E  E  E  E  D  E  D | AF / I  AF / I  AF / I  AF / I  AF / I  AF/ I  AF / I |
| **Experience** | * Working with or caring for children of a relevant age to those in the school * Experience of working with learning resources and helping with their preparation to support learning programmes * Experience of effectively using ICT and other technology such as digital recorders and photocopiers and resolving straightforward problems in their operation * EAL Experience | E  E  E  D | AF / I  AF / I  AF / I  AF / I |
| **Skills &**  **Abilities** | * Interpersonal skills to build effective working relationships with pupils and colleagues * Communication skills to liaise sensitively and effectively with parents and carers * Team-work skills to work collaboratively with colleagues, understanding classroom roles and responsibilities and your own position within these * To promote a positive ethos and good role model * To continually improve own practice/knowledge through self evaluation and learning from others | E  E  E  E  E | AF / I  AF / I  AF / I  AF / I  AF / I |
| **Knowledge** | * Basic understanding of a child’s development and learning. * Understanding of the relevant policies/codes of practice/ and awareness of relevant legislation in the context of your role * General understanding of national/foundation stage curriculum and other relevant learning programmes/strategies * Understanding of equal opportunities and an awareness of potential barriers children may have around learning * Knowledge of a Community language, e.g. British Sign Language, Urdu, Polish | E  E  E  E  D | AF / I  AF / I  AF / I  AF / I  AF/ I |
| **Work Circum-stances** | * To work flexibly as the workload demands * Occasional out of hours working to support school functions | E  E | AF / I  AF / I |

Abbreviations: AF = Application Form; I = Interview

E = Essential D = Desirable

**NB. - Any candidate with a disability who meets the essential criteria will be guaranteed an interview**