**St James C of E Primary School**

**Required from September 2019**

**Teaching Assistant - Level 2 with SEN responsibilities**

**Fixed Term to 31st August 2020**

**Are you passionate about helping every child succeed and improve their life chances?**

**Are you prepared to work collaboratively for the benefit of all children?**

**Will you offer children the opportunity to flourish and shine by doing what it takes, no matter what their starting point or social challenges?**

**If so, St James CE Primary School would love to hear from you!**

Visits to the school are warmly welcomed and encouraged. Please contact Mrs Williamson on 01204 572587

The schools of The Bolton & Farnworth Church of England Primary Multi Academy Trust aim to offer:

* A high quality, inclusive and distinctive education with excellent learning opportunities.
* A caring and nurturing environment based on our Christian values, recognising the uniqueness of each child.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. The post is subject to child protection screening, including an enhanced disclosure from the Disclosure and Barring Service, and also past employment checks. References will be sought prior to interview. We are an equal opportunities employer.

To apply please complete the online application form or, in the event of difficulty, please email [digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk](mailto:digglek@boltonandfarnworthceprimarymultiacademytrust.co.uk)

Please return all application forms to head office

Mrs Diggle HR Officer

Bolton and Farnworth Multi Academy Trust

Rupert Street

Bolton

BL3 6PY

Closing date: Monday 10 February 2020 at 12pm

****Welcome to The Bolton and Farnworth Church of England Primary Multi Academy Trust

Chief Executive, Jill Pilling

A very warm welcome from The Bolton & Farnworth Church of England Primary Multi Academy Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments, where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, whilst maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that we provide as a Trust. The schools in our Trust are: Bishop Bridgeman Church of England Primary School; St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We are part of St James’s Teaching School Alliance and have very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with, or exceed, national standards, due to the combination of high quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated.
* love the processes of learning and teaching and are keen to continually develop their own skills.
* recognise that working with children can be a demanding job, but react positively to those demands with resilience.
* wish to make a real difference in the lives of others.
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children.
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research-based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills, and a platform to develop leadership skills.

**Bolton & Farnworth Church of England Primary Multi Academy Trust**

**Vision statement**

Bolton & Farnworth Church of England Primary Multi Academy Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service, firmly rooted in the Christian faith.

Bolton & Farnworth Church of England Primary Multi Academy Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context, each school remains part of the broader family of schools. The commitment to developing a high quality curriculum, delivered by highly trained staff, quality-first teaching and sharing of expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

\* ensuring rapid progress to outstanding for all schools.

\* retaining and developing the Christian distinctiveness and character of each academy.

\* welcoming all schools into the Trust and securing excellent outcomes for all schools.

\* providing stability and strength in governance and leadership.

\* encouraging innovation and sound decision-making.

\* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

\* raising aspirations to secure high levels of academic achievement.

\* providing a wide range of memorable learning opportunities.

\* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust-wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

\* ensuring effective Governance together with ambitious and determined leadership.

securing the best outcomes for our academy communities.

\* valuing committed, reflective, positive staff who challenge themselves to be creative

and take risks, enabling outstanding performance.

\* developing leadership capacity within the Trust.

\* providing continual professional development and promoting a well-resourced, high- quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors:

\* each academy is recognised as a centre of learning excellence, disseminating best

practice within and across the Trust.

\* become the employer of choice.

\* successful engagement with parents/ carers and the local community to support pupil

progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

Mrs Jill Pilling CEO

****

***Bolton & Farnworth Church of England Primary Multi Academy Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in our current vacancy here at St James CE Primary School.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then St James is a fantastic place to be.

We were judged as Good with Outstanding features May 2019 by Ofsted and Good by SIAMs Inspection January 2017. We are forward-thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on our school website. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know, please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

L Belfield

**Lisa Belfield**

**Principal**

****



Job Description for Teaching Assistant Level 2 + SEN

|  |  |
| --- | --- |
|  |  |
| **Job Title** | Teaching Assistant LEVEL 2 - SEN allowance |
| **Grade** | NJC Grade D Point 6 + SEN allowance |
| **Primary Purpose of the Job** | Posts would involve working with supervising and supporting pupils in the classroom under the close supervision and direction of the teacher/SENDco.  Support would be in the form of encouraging, prompting, reframing, working on basic skills and keeping pupils ‘on task’. Also encouraging the development of appropriate social and behavioural skills. |
| **Responsible to** | Class Teacher/SENDco/Principal |
| **Responsible for** | None, apart from, assisting in work familiarisation of new members of staff or volunteers |
| **Principal Responsibilities** | To work under the direction/guidance of the class teacher/SEND Co-ordinator to support particular pupil(s) to access the curriculum in the most effective way, appropriate to their needs and understanding.  To provide support to the class teacher in the behaviour management and organisation of the pupil and the classroom.  To assist the teacher in creating and maintaining a purposeful, orderly and supportive environment.  To promote the inclusion of all pupils. |
| **MAIN DUTIES**   1. Working under the direction/guidance of the class teacher/SEND Co-ordinator, to supervise and provide particular support for pupils with special educational needs to enable them to learn as effectively as possible on their own and in group situations, taking into account the special needs involved. 2. To support the pupils specific educational and behavioural needs. 3. To liaise closely with the class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Behaviour Plan designed for the pupil. 4. To monitor the pupil(s) progress and report on any achievements or developments against individual targets; to contribute to the Annual Review of the pupil(s) EHC Plan. 5. To identify opportunities for the pupil(s) to work independently where appropriate, ensuring their comfort and safety at all times; at such times to support other pupils in the classroom as appropriate. 6. To assist with the development of the pupil(s) basic ICT skills and support the use of ICT in learning activities. 7. To prepare suitable work for the pupil(s) under the guidance of the teacher, and to make or adapt resources (e.g. worksheets or sight cards) to enable the pupil(s) to access the learning activity at their appropriate level of understanding. 8. To establish a good relationship with parents/carers and to provide information and feedback where appropriate and agreed under the guidance of the teacher. 9. To assist the class teacher with the preparation of the classroom for lessons, where appropriate. 10. To encourage pupil(s) to interact with others and engage in activities led by the teacher. 11. To provide support for pupil(s) emotional and social needs by encouraging and modelling positive behaviour in line with the School’s Behaviour policy and demonstrating high expectations of work and behaviour. 12. To help, where necessary, with pupils who are sick, distressed or injured.   14. To 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.  15. To assist with the supervision of pupil(s) out of lesson time, as necessary for their safety.  16. To accompany the pupil(s) on school visits, trips and out of school activities as required.  17. To attend relevant meetings and participate in training opportunities and performance development as required.  18. To undertake any other broadly analogous duties.  **Customer Care -** To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.    **Develop oneself and others** - To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others.    **Valuing Diversity** -To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect, and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting and participating in the achievement of the departmental valuing diversity action plan.  **The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time. This may be equivalent to TA2 or TA3duties.**  **Date Job Description prepared/updated** July 2019  **Job Description prepared by** L Belfield/J Warburton | | |



Person Specification for Teaching Assistant Level 2 + SEN

|  |  |
| --- | --- |
| **Job Title** | Teaching assistant LEVEL 2 + SEN |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE ONE** | | Disabled Candidates are guaranteed an interview if they meet the essential criteria | |
| **MINIMUM ESSENTIAL REQUIREMENTS** | | | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** | | | |
| 1.1a | Holder of, working towards or willing to work towards an NVQ Level 2, BTEC Level 2 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning in Schools | | Application Form/Interview |
| 1.1b | Experience of supporting pupils with learning difficulties. | | Application Form/Interview |
| 1.1c | Experience of supporting pupils with social and emotional difficulties. | | Application Form/Interview |
| 1.2a | Experience of implementing multi sensory teaching & learning methods. | | Application Form/Interview |
| 1.2b | Experience of providing visual & practical support on a daily basis. | | Application Form/Interview |
| 1.2c | Awareness of inclusion, especially within a school setting. | | Application Form/Interview |
| 1.3a | Ability to work effectively within a team environment, understanding classroom roles and responsibilities. | | Application Form/Interview |
| 1.3b | Ability to build effective working relationships with all pupils and colleagues. | | Application Form/Interview |
| 1.4 | Ability to demonstrate & implement appropriate behaviour strategies and attributes for a positive ethos and being a positive role model. | | Application Form/Interview |
| 1.5 | Good personal numeracy and literacy skills. | | Application Form |
| 1.6 | General understanding of school curriculum and other basic learning programmes/techniques (within specified age range/subject area). | | Application Form/Interview |
| 1.7 | **Customer Care -** Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | | Application Form/Interview |
| 1.8 | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | | Application Form/Interview |
| 1.9 | **Developing Self and Others** - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others. | | Application Form/Interview |

|  |  |  |
| --- | --- | --- |
| **2. Experience/Qualifications/Training etc** | | |
| 2.1  2.2  2.3 | Minimum of 2 years experience of working with &/or caring for children within specified age range/learning need and/ or NVQ2 or equivalent in teaching assistance.  Experience of working with children who have social and emotional difficulties.  Willingness to participate in relevant training and development opportunities. | Application Form/Interview  Application Form/Interview  Application Form /Interview |

|  |  |  |
| --- | --- | --- |
| **3. Work Related Circumstances – Professional Values & Practices** | | |
| 3.1 | High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements. | Application Form /Interview |
| 3.2 | Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners. | Application Form /Interview |
| 3.3 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the pupils with whom they work. | Application Form / Interview |
| 3.4 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice. | Application Form /Interview |
| 3.5 | Able to liaise sensitively and effectively with parents and carers recognising their role in pupil learning. | Application Form /Interview |
| 3.6 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form /Interview |

|  |  |  |  |
| --- | --- | --- | --- |
| **STAGE TWO** | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **ADDITIONAL REQUIREMENTS** | | | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** | | | |
| 1.1 | Experience of resources preparation to support learning programmes. | | Application Form |
| 1.2 | Understanding of other basic technology – photocopier. | | Application Form |

|  |  |  |
| --- | --- | --- |
| **2. Experience/Qualifications/Training etc** | | |
| 2.1 | Minimum of 2 years paid experience of working with &/or caring for children within specified age range/subject area or NVQ2 or equivalent in teaching assistance **within an educational setting.** | Application Form |
| 2.2 | Further training in basic skills/strategies for English and Maths. | Application Form |
| 2.3 | Training in special educational needs strategies. | Application Form |
| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** | | |

|  |  |
| --- | --- |
| **Date Person Specification prepared/updated** | July 2019 |
| **Person Specification prepared by** | L Belfield/J Warburton |

****

**How to apply**

We hope that you have enjoyed reading about the Bolton & Farnworth Church of England Primary Multi Academy Trust and our school and that you will feel able to apply for this post.

Please complete the **online** **application form.** Please do not send CVs or open references as part of your application, as these will not be considered.

It is important that you provide a complete employment history from when you left full-time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please let us have both the supporting letter and the application form by the closing date of Monday 10 February 2020 at 12pm as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process or if you would prefer, please contact HR Manager at the school to discuss any requirements

Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.



Bishop Bridgeman is a special place where “we work, we play, we care and we pray…”

At Bishop Bridgeman, we aim to inspire minds. The primary years are the most important in a child’s life and are certainly the most exciting. The sense of wonder and discovery children experience as they start their learning journey here is a privilege to observe and to be a part of.

The school is a friendly, happy place, buzzing with activity and positive energy. The atmosphere within school is very supportive and purposeful, which is what underpins our pupils’ successes and enables them to find their unique talents and strengths.

Our staff are committed to developing in each pupil a love of learning and developing the skills and values to support their all-round development. This allows them to make a positive contribution to the school community and become responsible members of society.

Providing our children with the very best education possible is our primary aim. Staff provide our children with exciting opportunities, enabling them to grow into confident young people. Giving them the life skills to succeed in whatever they choose to do makes me proud, of not only our children, but the staff who go over and beyond to make Bishop Bridgeman a special place.

The school works closely with a dedicated team of governors and executive leaders, as well as parents, who challenge and support the school to be the best it can be. Bishop Bridgeman is an Academy within the Bolton and Farnworth Church of England Multi Academy Trust. We work as part of a family of schools to raise standards and to enable children to achieve and surpass their potential. Together we ensure children are given the educational opportunity of a lifetime.

Applications would be welcomed from anyone who feels they can add to this wonderful team. The warmth and welcome which you feel at being part of a special school and Trust, is tangible.

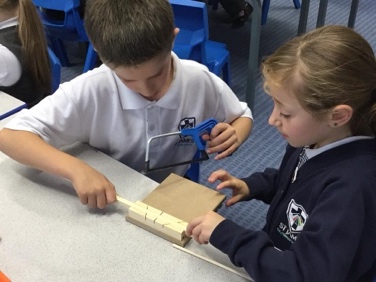
Mrs Hafsha Hafeji

Principal



My name is Lisa Belfield and I am the very proud Principal of our special ‘St James Family’. Each day is an absolute pleasure, working with the staff and parents who are committed to make a difference to the lives of the pupils with whom we work. Our children are nurtured through the Christian values of respect, peace, love, forgiveness, honesty and hope. As a result, our pupils are kind, caring and polite; visitors always feel a warm welcome when they walk through our front door. The children of St James are utterly delightful, with exemplary behaviour and a real credit to the school and their families.

St James is situated in a very vulnerable catchment area, with above-average pupil premium and SEND figures. However, this does not stop our pupils from achieving what we set out for them, nor does it stop us as practitioners believing that our children CAN DO. I am very lucky to serve a staff who work incredibly hard to ensure the children in our care receive the very best that we can offer them. We are big advocates that ‘team work makes the dream work’ and we ensure that we are there to support, challenge and motivate each other. Staff new to school, or on supply, always comment on how helpful and friendly the staff team of St James are. We are always eager to grow our workforce with like-minded individuals, who have a passion to make a difference. Our children deserve a great education, with great professionals to ensure we achieve this.

Working within the Bolton and Farnworth Church of England Primary Multi-Academy Trust has opened many doors for school improvement and networking. Staff at St James have benefited from many CPD opportunities for training and sharing best practice. Strong and supportive relationships across staff flourish within our MAT. The impact for the children is also positive, with the opportunity to visit other schools in contrasting environments and to work on joined-up projects.



Thank you for considering our school and MAT to either start or further your career in education. I look forward to hearing from you.



**St Maxentius Church of England Primary School**

Bolton and Farnworth C of E Primary Multi Academy trust

St. Maxentius CE Primary School is a one-form entry school which sits at the heart of the community in Bradshaw (Bolton). The school was originally situated in the stone-built house that is now known as the “Old Post Office” in 1806 and then moved to the (now derelict) building, next to St. Maxentius Church, which was subsequently converted to a restaurant called “The Old School House”. The current building was built in 1966. Its original design was around an open courtyard, however, our children would find it difficult to imagine that the corridors and cloakrooms were open to all weather conditions! Many improvements and adaptations have been made over the years and our school is now a warm, friendly and inviting place for all, not just because of the building, but because of the people within its walls.

Links between St. Maxentius School and Church are strong, as are links with other churches in the local area. We constantly strive to involve as many people as possible in the work and life of the school. Our children are courageous advocates, who want to support and help others less fortunate than themselves so our Christian values support their goals.

At. St Maxentius School, every aspect of our work is based on the parable of the Lost Sheep (Matthew 18:12–14) which we interpret as an insistence that all children and staff, no matter who they are or what their needs are, will achieve to their best in every aspect of school life and no-one will be left behind because everyone matters.

Our Curriculum, which lies at the heart of what we do, is designed to support our pupils’ development of Knowledge, Skills and Vocabulary in relation to all areas of school life. We constantly provide enhancement opportunities to engage our pupils, using Memorable Experiences to bring each topic to life and work to provide experiences which bring learning to life. We strive to develop cultural capital in our pupils so they can go out into the world, confident and able to converse and debate with people from a range of cultures and with similar or different beliefs. The learning culture within our school is built around the Christian Values which help to make our school a place where our pupils are ‘Believing and Achieving Together’.

At St Maxentius, the curriculum is designed to: engage learners; build on prior learning; provide relevant learning experiences; inspire a love of reading across a range of genres; allow the children to develop a range of skills; support the development of resilience and inspire creative, critical thinkers.

Although we are constantly evaluating every aspect of our school and aiming high, we go about this with a sense of fun. We believe that, if we have a school of happy adults and children, we can achieve more. Wellbeing is top of the agenda, mainly because we firmly believe Jesus’ teaching that we should treat others as we would like to be treated but, also, because we agree with Maslov’s findings in his hierarchy of need that to fulfill self-actualisation, all other needs have to be met first. Therefore, we need to ensure the wellbeing of every person in the school to create resourceful and innovative pupils and adults.

At St Maxentius School, we have a history of successfully inducting NQTs and for supporting more-experienced teachers through leadership pathways. Our commitment is to high quality professional development for teachers and other staff at any stage of their career. This doesn’t happen by chance. We employ a range of staff who are competent coaches and mentors and we use a team approach to development, so every player within the team has the opportunity to shine.

St. Maxentius is a school which has been judged as ‘good’ by Ofsted but is judged as far, far better than that by the people who are involved in our day to day lives!