



# Recruitment Pack: Pye Bank CE Primary School



Dear applicant,

Thank you for your interest in the post of Teaching Assistant here at Pye Bank CE Primary School.

I am delighted, as Headteacher, to welcome you to Pye Bank. In June 2022, Ofsted rated our school as a 'Good' school. I am incredibly proud of their recognition that, "Pupils are happy to attend Pye Bank CE Primary School" and "All staff have high expectations." (Ofsted, 2022). I firmly believe that with a continued focus on achieving excellence within everything we do, our school will achieve 'outstanding' at the next inspection.

Our potential to be outstanding comes from our amazing children, our dedicated staff, the diversity of our faith based community and our committed and aspirational parents. All of these factors give Pye Bank a uniqueness and makes us a fabulous learning community to belong to.

## Our Vision

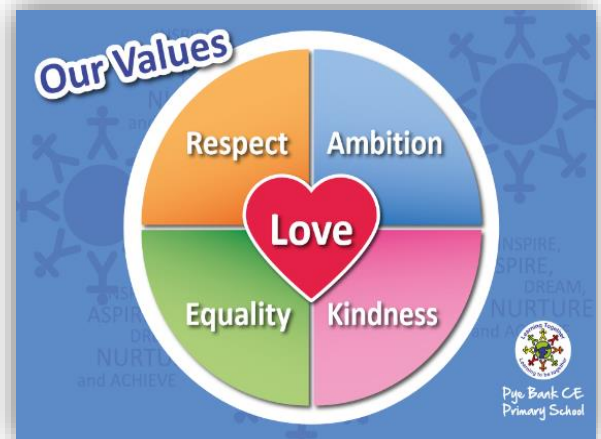
**~ LEARNING TOGETHER: LEARNING TO BE TOGETHER ~**

Our vision is to embody the Christian value of **'love'**, putting the uniqueness and diversity of our children, our staff, our families and our community at the heart of all we do. This is driven by our belief in the value of every individual as an equal, uniquely made in the image of God and loved by him.

With a focus on excellence and equality, we strive for all children to flourish academically and personally through **'learning together'** and **'learning to be together'**, addressing all disadvantage and enabling them to make a positive contribution to each other, the life of the school and the wider world, now and in the future.

## Our Community

Our fantastic school is set in the heart of Pitsmoor and serves an incredibly diverse community. We are extremely proud of the fact that there are at least 28 languages spoken within our school. Many of our families have connections with countries all around the world, as well as belonging to established communities here within the U.K. We are a faith based school community, where we respect and value all faiths, and where we are united through our five key values of love, ambition, respect, equality and kindness. In June 2022, Ofsted said that, "The school values teach the pupils how to be good citizens. Pupils especially show respect and kindness to one another." (Ofsted, 2022)



## Our Children

The thing that makes our school most special is the children. They are warm, welcoming and aspirational. Our children love coming to school! They attend well, behave well and have very positive attitudes to learning. OFSTED say that, "children are happy to attend Pye Bank School." "Pupils abide by the Golden Rules so in lessons and around school it is calm and orderly."

## Our Curriculum

We are very proud of our curriculum, which we have developed and embedded over the last few years. The curriculum is designed to serve the diverse community of which we are so proud. The curriculum supports and develops the pupils' ambitions and aspirations and understanding of the community and the wider world in which they live. The curriculum is underpinned by enquiry based practice and is research led. Through our curriculum we aim to expose children to new experiences, including business and the world of work and research. Academic performance and the development of self (Spirituality, social, moral, physical and cultural development and mental wellbeing) are given equal importance with curriculum design. Our curriculum is designed with the key aim of supporting all children to reach their potential.



## Our Academy Trust

We are proud members of the Diocese of Sheffield Academies Trust (DSAT). DSAT are a forward thinking Trust based on Christian values, and a school-led model. Pye Bank is part of the Sheffield Cluster of DSAT Schools.

## Our Staff Wellbeing Pledge

Our staff are important to us. We believe motivated staff do the best job they can. We care about our staff and believe the little things matter. For the reason, we are committed to supporting staff wellbeing in a variety of ways:

- A culture of trust, collaboration and appreciation with an approachable leadership team: in it together!
- Availability of pre-planned curriculum documents
- All year groups have a dedicated phase leader
- Developmental 'low stakes' approach to monitoring
- All classes with a teaching assistant every day
- Compassionate approach to leave of absence requests and life events, including one wellbeing day a year
- Maintaining a quality work environment
- Investment in leadership, resources, admin and pastoral time to ensure class based staff are able to focus their time on aspects of their work, which impact on children: all people doing the right jobs.
- Development opportunities for staff at all levels

***Learning is at the heart of ALL we do and our aim is for every child to achieve excellence and to reach for the stars.***

I look forward to meeting you if you choose to apply for the post or visit the school, and look forward to working with you if you were successful in your application. Please feel very welcome to come and visit the school, meeting children and staff.

Yours faithfully

Rhea Kurcewicz

Headteacher



# Pye Bank CE Primary School

## Job Description –Teaching Assistant

Job title:
Teaching Assistant
Responsible to:
Senior Leadership Team, Pye Bank CE Primary School, The Diocese of Sheffield Academies Trust (DSAT)
To be responsible for carrying out the professional duties set out within the job description below as directed by the headteacher.

### MAIN DUTIES AND RESPONSIBILITIES

Whilst the main focus of this role will be to work in classrooms across the school to support teachers in the development and delivery of learning for pupils.

A TA Level 3 post holder will also be expected to undertake cover for absent teachers when required.

#### 1 SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of SEND Action Plans or IBPS
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

#### 2 SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

#### 3 SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. literacy, numeracy, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use

4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

#### **4 SUPPORT FOR THE SCHOOL**

1. 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
2. Support the Family Lunch Provision
3. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
4. Contribute to the overall ethos/work/aims of the school
5. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
6. Attend and participate in regular meetings
7. Participate in training and other learning activities as required
8. Recognise own strengths and areas of expertise and use these to advise and support others
9. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
10. Undertake planned supervision of pupils' out of school hours learning activities
11. Supervise pupils on visits, trips and out of school activities as required

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with DSAT Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

# Pye Bank CE Primary School

## Person Specification –Teaching Assistant

ATTRIBUTES /REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
<b>EDUCATION, QUALIFICATIONS AND VOCATIONAL TRAINING</b>	Willingness and ability to obtain and/or enhance qualifications and training for development in the post. GCSE in Maths and English or equivalent grade C or equivalent. Ability to demonstrate appropriate skill levels of oracy, literacy and numeracy in all areas. Willingness to undertake professional development related to the role.	NVQ level 2 minimum. First Aid Certificate. Evidence of continued professional development related to the role.	Examination of Certificates Application Form Interview
<b>RELEVANT EXPERIENCE</b>	Genuine interest in working in a primary setting and supporting the needs of pupils.	Previous experience working in a classroom environment within all primary stages and with SEN children. Use of ICT to support learning. Previous experience of supporting pupils with educational, medical, emotional or behavioural needs.	Application Form Interview References
<b>KNOWLEDGE AND SKILLS</b>	Good oracy, literacy and numeracy skills. A secure understanding of and commitment to safeguarding practice in schools. Evidence of a strong commitment to inclusive practice and the development of the whole child. The ability to build strong relationships with all stakeholders including staff, children and parents.	Knowledge of national curriculum and other learning programmes. SEN/Specialist Subject Area. Experience of planning and preparation of a range of intervention strategies (Level 3)	Application Form Examination of Certificates Interview References