



Recruitment Pack

**TEACHING ASSISTANT (PRIMARY)
SEPTEMBER 2022**



The Halifax Academy

www.thehalifaxacademy.org



At The Halifax Academy we have the courage to do things differently. Our ground-breaking approach to education takes children through five phases from reception to year 11, creating a fully integrated school journey from ages 4- 16. This is your chance to join a friendly, community- focused through school and founding Academy of the Impact Education Trust, helping us to shape the future of education.

The position of Teaching Assistant offers the right candidate, an opportunity to assist in raising standards of achievement for students within our Primary Phase. As a team, we epitomise the Academy's 'Heart. Mind. Connect.' values and seek to help our students make moral, spiritual and intellectual sense of the world.

We are a high performing team with strong values, work ethic and mutual sense of purpose. We care about the little things, enjoy learning together and share unrelentingly high standards. We are incredibly proud that our school has been awarded the Investors in People Platinum Award – the only through school in the country to attain this level.

We are looking for someone who can bring something special to our school.

The Halifax Academy is a different kind of school and we are looking for people who are committed to exploring new approaches, and reshaping education. As Headteacher of our through school, I genuinely believe (and constantly remind the students) that I have the best job in the world. If you would like to be able to say that too, then this could be the role for you.

A handwritten signature in black ink, appearing to read 'Matt Perry', written over a horizontal line.

Matt Perry
Headteacher

The Halifax Academy has three key values;

Heart, Mind, Connect



Heart



Creativity

Creativity is mistakes
- Grayson Perry



Self Worth

You are your best thing
- Toni Morrison



Kindness

If you find it in your heart to care
for somebody else, you will have
succeeded - Maya Angelou



Mind



Effort

Quality is never an accident. It is
always the result of intelligent
effort - John Ruskin



Understanding

Nothing in life is to be feared, it is
only to be understood. Now is the
time to understand more so that
we may fear less - Marie Curie



Wisdom

Never mistake knowledge for
wisdom. One helps you make a
living, the other helps you make a
life - Eleanor Roosevelt



Connect



Courage

You must never be fearful about
what you are doing when it is
right - Rosa Parks



Changing the World

No one is too small to make a
difference - Greta Thunberg



Advocacy

I raise my voice - not so I can
shout, but so that those without
a voice can be heard -
Malala Yousafzai



Our Approach to 4 – 16 education

Core Leadership

HR, Finance and Strategic Coherence

Whole School Achievement

Quality of Education
(CPDL and TLAC)

Student Wellbeing, Culture and Ethos
(Safeguarding, Student Leadership, Wellbeing
and Attendance)

Quality of Education Primary

(CPDL and TLAC)

Student Services and Support

(Cover, Exams, Timetable, Data, Finance, HR, Site, IT, Stakeholders)

Humanities and
Communications

- English
- Geography
- History
- RE
- Languages
- Business Studies

STEAM

- Science
- Mathematics
- Computing

Performance

- Art & Design
- Photography
- Technology
- Music
- PE

Inclusion

- Impact
- Accelerator

Primary

- Phase 1
- Phase 2
- Year 6



Teaching & Learning at The Halifax Academy

Voice

Talk is important at our school where pupils are encouraged to find their own voice to change the world. We teach pupils how to speak with clarity and conviction, how to listen carefully and how to take part in powerful and productive conversations. Talk infuses every aspect of our school curriculum whether that be storytelling, role play, performing or listening carefully to each other. We enable pupils to learn about what matters, and to understand how to effect real change in their school, their community and the world.

Coaching

Coaching lies at the heart of our professional development. We provide staff, across all roles, with the time and space to take part in meaningful professional conversations. The ability to reflect on what we do and how we do it, and to collaborate with our peers, drives our approach to school improvement, and in particular to classroom expertise. We know that however excellent our current approach, we can always improve.

Subject Specialism

We use every opportunity to connect students with subject specialists both inside and outside the school. The through-school approach helps us to offer students the chance to see their learning through the eyes of experts and to experience learning which has been developed and delivered by specialists.

Creativity

We are a school that loves art and see creativity as a vital tool for developing imagination, building relationships, exploring the world around us and encouraging problem solving skills. Our art curriculum has been developed by specialists and is delivered across all year groups by our highly successful team of practitioners. Pupils are supported in taking risks, giving and receiving feedback and producing beautiful outcomes.

Wellbeing

Our curriculum teaches pupils to be well in mind and body, and to build happy relationships with others within the school and wider community. We encourage students to collaborate with each other and teach emotional intelligence and empathy. We connect pupils with nature through carefully designed outdoor areas and through the use of natural learning resources throughout the curriculum. We care about staff wellbeing and work hard to make sure teachers are happy and thrive.

What we are looking for....

We are committed to the ongoing development of our staff and believe in developing leaders at all levels, in all roles. Valued, our professional learning review, is built around our values of Heart, Mind, Connect, allowing individuals to drive their own learning. Staff take ownership of their development through self-evaluation against professional standards and by using The Ethical Leadership Framework as a tool for positive behaviours. We want all colleagues to be inspired and supported to realise their full potential.

CREATIVITY

Living out our values - MIND

- We will develop our problem solving skills and resourcefulness to enable staff and students alike to challenge themselves, release their creativity and achieve to their full potential.
- We will provide opportunities to stretch individuals in order for them to take responsibility for their own learning and develop independent thought, in order to take on different and challenging roles within our school and communities.
- We will ask questions and learn from one another and develop our critical analysis skills to make sound, reason-based decisions and judgements.

- **DEFINITION** Ability to adapt to and work with a variety of situations, individuals and groups - able to think on your feet and not being disconcerted or stopped by the unexpected.
- **WHY IS IT IMPORTANT?** To respond to the different and changing demands and work across a range of activities, now and in the future. Flexibility in interpreting rules, procedures and policy to ensure the needs of both staff and students are met to maximise their contribution.

BELIEF

Living out our values - CONNECT

- We will provide clarity of vision which will enable us to develop shared goals with everyone feeling empowered to pass on their skills and knowledge to the benefit of the wider community.
- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds.
- We will ensure everyone is part of the team with clear roles and expectations.

- **DEFINITION** This is about encouraging, inspiring and supporting others to develop self-belief and the capability to help them realise their full potential. It involves being totally clear with others about what has to be achieved, to what standard, by when, within what budget (where appropriate), and then making their accountability for making it happen clear.
- **WHY IS IT IMPORTANT?** Leaders are responsible for ensuring their teams understand what is required and why, for providing or arranging appropriate support and coaching and delegating appropriately so that individuals are confident to take on more responsibility. It is important to ensure objectives are achieved and that everyone is doing their job to the required standard. A key part of the success of the school is managing poor performance when this is not happening.

COURAGE

Living out our values - HEART

- We will expect and value integrity and people should feel safe to speak up for what they believe and know their voice will be heard.
- We will develop a keen sense of what is right and wrong and seek to tackle injustice wherever we find it, whilst ensuring we are tolerant of different views.

- **DEFINITION** This is about having the belief in one's ability to do the job, providing opinion or judgement when necessary and being prepared to take a decisive course of action.
- **WHY IS IT IMPORTANT?** This behaviour is particularly important to those jobs where individuals are placed in challenging circumstances and where their opinion or advice may be questioned. It enables individuals to stand their ground and to work independently without constantly referring to others for advice. Individuals who demonstrate courage are prepared to take on new or different challenges in their role. Courage is about having confidence in one's knowledge and ability and the resilience to do difficult things because it is right to do them.

UNDERSTANDING

Living out our values - CONNECT

- We will develop inspiring leaders with the emotional intelligence to work collaboratively with and respect people from a diverse range of cultures and backgrounds.
- We will promote and value effective teamwork.
- We will ensure everyone is part of the team with clear roles and expectations.

- **DEFINITION** Successful teamwork is about working co-operatively to achieve shared goals. It is built on self awareness and an understanding of how you and others work within a team, the impact of behaviour and strengths and limitations.
- **WHY IS IT IMPORTANT?** Within The Halifax Academy, we must work co-operatively together, sharing best practice, breaking down barriers, and communicating fully on new initiatives and priorities. Understanding oneself enables individuals better to understand and relate to one another.



Job Description

Post Title: Teaching Assistant

Reporting to: Class Teachers & Headteacher

Salary: Grade 5/6

Primary objective of the post:

To provide support for students, the teacher and the academy in order to raise standards of achievement for all students by utilising advanced levels of knowledge and skills when assisting with planning, monitoring, assessing and managing classes. Encourage students to become independent learners, to provide support for their welfare, and to support the inclusion of students in all aspects of school life.

To work collaboratively with teaching staff and assist in the whole planning cycle and the management/preparation of resources. Supervise whole classes during the short-term absence of teachers.

Main duties and responsibilities:

- Plan, prepare and evaluate lessons, making adjustments where appropriate to meet pupil needs and develop resources to support delivery of the lesson plan.
- Contribute to the planning of opportunities for students to learn in out of school contexts in line with academy policies and procedure.
- Provide detailed verbal and written feedback on lesson content, student responses to learning activities and student behaviour to teachers and students.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Use behaviour management strategies, in line with the Academy's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Support the role of parents in students' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress, achievement and behaviour, maintaining sensitivity and confidentiality at all times.
- Assist in maintaining and analysing records of students' progress.
- Contribute to programmes of observation and assessment as planned by the teacher and provide reports, evaluations and other information to assist in the provision of appropriate support for specific children.

Please note that this is illustrative of the general nature and level or responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the postholder will carry out, which would be determined by the Line Manager or Head teacher.

All members of staff are expected to:

- Have proper and professional regard for the ethos, policies, and practices of the school.
- Have regard for the need to safeguard pupils' wellbeing and health & safety by following relevant statutory guidance, along with school policies and completing mandatory training on an annual basis.
- Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date.
- Support equal opportunities measures and promote anti-discriminatory practice

Person Specification

Attributes	Essential	Desirable	How identified
Knowledge & Skills	At least 2 GCSEs including Mathematics and English at a grade C or above (or equivalent).	Demonstrates a good understanding of, and experience of contributing to, assessment within Early Years.	Application & Interview
	Demonstrates a good understanding and working knowledge of child development and learning, together with knowledge of the EYFS/National Curriculum and new developments.	Appropriate Level 2 or above qualification deemed to meet the requirements of the Statutory Framework for the Early Years Foundation Stage.	
	Excellent numeracy/literacy/ICT/communication/interpersonal skills.	Qualified First Aider	
	Demonstrates an understanding of the importance of lesson planning, IEPs and learning objectives to contribute to learning.	Specialist training in disabilities and/or learning difficulties and/or supporting English as Additional Language learners.	
	Ability to plan, implement and develop a range of teaching and learning strategies for a range of abilities, including special needs pupils.		
	Knowledge and understanding of behaviour management strategies for the primary age-range.		
	Knowledge of relevant policies/codes of practice and awareness of relevant legislation e.g. child protection		
Experience	Recent experience of working with children in the Early Years Foundation Stage and Key Stage 1 or with this age range in a learning setting.	Experience of being a key worker for pupils in EYFS.	Application & Interview
	Experience of supporting children in their learning, in particular in communication, literacy, phonics and numeracy.	Experience of supporting pupils with Educational needs, visual impairment, complex needs or autism	
	Experience of working in a team		
Initiative & Circumstances	Ability to remain calm under pressure.		Interview
	Flexible approach and ability to adapt to a variety of situations within the Academy.		
	Ability to relate well to and motivate children & adults.		
	Ability to work as part of a team, understanding classroom roles and responsibilities and own position within these roles.		
	Ability to listen to and understand others and to diffuse difficult situations.		
	Ability to communicate in a clear, accurate and succinct manner.		

