



Make a difference!

Are you ready for the challenge? A supportive, nurturing ethos underpins all that we do for our school communities. Whether you are new to teaching or more experienced, we are interested in hearing from you. We offer excellent career and training opportunities both within and across the three sites, an excellent learning environment with happy, enthusiastic children, supportive parents, committed staff and Governors.

The Footprints Federation



Comprising of 3 very different schools, the Federation was initially formed in 2010, between Ingrow and Long Lee with Glenaire becoming part of the Federation in 2019. A very strong and successful partnership has been formed.

Both Ingrow and Long Lee are 2 form entry schools with Glenaire being a 1 form entry school. The Federation accommodates over 1000 Bradford children. There is also a 16 place Resourced Provision for children with Social, Emotional, Mental Health (SEMH), which is based at Long Lee.

Our staff needs to grow and adapt to meet the very varied needs of this large community of staff and children.

What is a Federation?

Federations can take many forms. Ours is a hard Federation, which means that we are legally bound, having one Governing body which holds Ingrow, Glenaire and Long Lee to account. Staff are employed as Federation staff but are linked to one school. Some members of staff have responsibilities across both schools. We have some training days and staff meetings as a Federation and work in year group teams from time to time for things such as planning and moderation.

Staff can move to the other site for new challenges or experience, this arrangement is purely through choice and with your consent. As we are a large organisation we are able to offer a wealth of career opportunities.



Teamwork

This is the key to our success. Everyone is valued as a member of our team, no-one is more important than anyone else as we all have incredibly important roles to play in order to ensure continued improvement.

Areas of Strength

A large cross Federation leadership team

Access to quality training both in house and externally

Behaviour management

Partnership work at all levels



What are we really like?

We are a large, friendly, hardworking, committed but very supportive team. We care about our staff and children and want the best for them. With that in mind we want the best teachers to guide our children's learning. We aim to develop you as a teacher and support you on your chosen career path, whether you are an NQT or an experienced teacher. This means working with you to identify appropriate training both linked to school improvement as well as to your personal pathway. As we are a large establishment we are increasingly able to promote within: being able to offer very contrasting roles and opportunities across the three sites.



Governors

We have an incredibly committed group of Governors who are very supportive of school leaders. They are involved in school life and act as a critical friend to the leadership team. The Governors and staff have a joint vision for our future.



Extra-curricular fun and games

Our very talented team offer a wide range of out of school activities. We supplement these with the services of outside providers in order to ensure a breadth of experiences can be offered. We run many cross Federation residentials to Nell Bank, Kingswood and Ingleborough, which add to the many day trips and visitors we have to enrich the curriculum.

What sort of people do we want to join us?

We recognise that it takes all sorts to make the world go around, therefore we don't have a 'type' in mind. We actually want to get to know you and evaluate how you might complement our team. What we really need are good teachers: willing to work hard, able to look on the sunny side of life and give things a go, sometimes taking a risk or two in order to provide the very best for our children.



What can we offer you?

An induction package lead by our senior leadership team. If you are an Early Career Teacher, you will be supported by an experienced mentor. All our staff teams are very supportive and are more than willing and able to offer advice, guidance or just an ear to listen.

Our vision for the future?

We aim to enable children to develop the knowledge and skills required to flourish in an ever-changing world. We will be an outstanding, values-based school, striving for excellence, enabling all children to achieve to their highest potential in all areas of the curriculum. We encourage everyone in our community 'to be the best that they can be'. We strive to create an environment where this can happen, a curriculum that supports learning for life, ensuring that everyone is nurtured within conditions that promote success.



We wish you the best of luck in your future career in education be it with us or elsewhere.

From the Federation team

Footprints Federation



Support Assistant

Band 5/6

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and wellbeing of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Will administer routine tests, invigilate exams and undertake routine marking of pupils' work.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the

pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.

- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, KS3, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
 - Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level - The post holder should demonstrate:

1. They can express themselves fluently and spontaneously with minimal effort and,
2. Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Head of School.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.

- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.