

# PARKWOOD PRIMARY SCHOOL

RECRUITMENT PACK – LEVEL2 AND LEVEL 3 TEACHING ASSISTANT  
PERMANENT AND FIXED TERM TO AUG24



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# HEADTEACHER'S LETTER

On behalf of the Governing Body, staff and pupils of our school, I would like to thank you for expressing an interest in the post.

We are a friendly inclusive one form entry Primary school with a Nursery and Resource Provision for pupils with language and communication needs. We have extensive outdoor learning areas, playgrounds, an allotment and cycle track and are situated not far from the centre of Keighley town in West Yorkshire and next door to Parkwood Woods.

Our website and this pack can provide a range of information about Parkwood. However, the best way to fully appreciate all that Parkwood has to offer is to come and see for yourself. Visitors to school are warmly welcomed.

The children are central to everything that we do here, skilled and caring staff work together to ensure that the children thrive during their time here. 'Parkwoodies' develop into well rounded, confident and articulate young people who achieve well and can contribute to the local community. Parkwood really is a Great Start for Any Child. We are a community with a Growth Mindset. Everyone is encouraged to be a co-operative, curious, resilient and reflective learner.

We use a relational approach to all that we do at Parkwood. This includes strong partnership working with parents, a dialogic approach to teaching, and restorative behaviour practices. A well-established culture of coaching ensures that we are continuously improving practice within the staff team and that pupils are always supported and challenged to be the very best version of themselves.

We are proud to be one of the four founder schools of the Nurture Academies Trust, we voluntarily converted to academy status in February 2017. The other schools in our Trust are Byron, Denholme, Fearnville, Lapage and Victoria Primary Schools. We benefit from good partnerships across the Trust Schools.

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Kind Regards

*R Taylor*

# ABOUT PARKWOOD PRIMARY SCHOOL

- **Our vision:**
  - For Parkwood to be known as a caring school where all children gain the confidence to become positive 'can do' quality learners for life.
- **Our mission:**
  - To give children a great start to learning by providing a school community where everyone is happy and eager to learn.
- **Aims for everyone in our school community**
  - To love learning for the rest of our lives
  - To feel safe, healthy and cared for in a bright and interesting school
  - To do our best and be proud of our achievements and also respect the achievements of others
  - To work well with the people in our community like the Police and the School Nurse
  - To make learning interesting and make sure we can all improve our learning
  - To care for and respect everyone.



**We work as a TEAM and believe – Together Everyone Achieves More.**



# ABOUT PARKWOOD PRIMARY SCHOOL



- We currently have 216 pupils on role with 13 children attend our Resourced Provision for language and communication needs.
- Almost 42% of our children are eligible for FSM and we have a high than national and LA average percentage of children with special additional needs (6.1% EHCP and 19% other SEN).
- We also are above the 80<sup>th</sup> centile for children from minority ethnic groups and for children whose first language is believed not to be English. While our children are exposed to a high level of language at school, not all our pupils are exposed to this at home. Attainment on entry is low with between 15% and 25% at ARE, leaving 75% or more below and between 29% and 37% well below.
- The needs of our children and all that they contribute to the school are the basis of the curriculum that we have designed. Our teachers are skilled professionals who deliver the curriculum with moral purpose; understanding the transformative affect that the best education can bring about.
- Our last OFSTED inspection was March 2020 with a strong Good judgement, Personal Development was judged as Outstanding.
- At Parkwood we believe that outdoor learning is hugely beneficial for children's physical and mental wellbeing. Access to fresh air, physical activity, and the opportunity to explore green open space boosts health and happiness. Outdoor learning experiences are a pivotal part of a child's education.

# JOB DESCRIPTION

## 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:
- 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.
- 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.
- 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 and access to the Council Services.
- 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.

# JOB DESCRIPTION

## **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 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.
- **BAND 6** - To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

## **■ KNOWLEDGE AND SKILLS:**

*(See Personnel Specification)*

# JOB DESCRIPTION

## **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 well being 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.



# JOB DESCRIPTION

## RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- 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; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- 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.
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials including the safety and well being of the pupils 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.
- Will occasionally be required to supervise the class for brief periods in a lesson 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 the classroom as directed 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

# JOB DESCRIPTION

- 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.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.
- **Band 6** – all of the above plus - Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support. - As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging. - 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 undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests. - May be required to supervise whole classes in the short-term absence of the teacher in accordance with short term plans. - The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task. - Will be responsible for maintain manual and computerised records and contributing to the reviews of systems/records as required. - Will take delegated responsibility in the supervision of Teaching Assistants, students on work experience, trainees and voluntary helper

# JOB DESCRIPTION

## 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

The post holder should demonstrate:

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

# JOB DESCRIPTION

## **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 Headteacher.
- 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.

# PERSON SPECIFICATION – BAND 4/5

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"><li>• Experience of working in a team situation. (E)</li><li>• Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. (E)</li><li>• Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. (E)</li></ul>
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"><li>• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E)</li><li>• Qualifications relating to the post e.g. Health/Childcare, first aid qualification. (D)</li><li>• Willingness to participate in development and training opportunities. (E)</li></ul>
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"><li>• Will possess knowledge of the School's relevant procedures or practices. (D)</li><li>• Will have an outline understanding of relevant legislation. (E)</li><li>• Will have some knowledge of some of the policies covering their service area. (E)</li><li>• Problem solving skills. (E)</li><li>• Good communication skills. (E)</li><li>• Good numeracy/literacy skills. (E)</li><li>• Basic ICT skills. (E)</li><li>• An understanding of the needs of a multicultural society. (E)</li></ul>



## PERSON SPECIFICATION – BAND 4/5

	ESSENTIAL (E) / DESIRABLE (D)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"><li>• An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (D)</li><li>• Knowledge of childcare. (E)</li><li>• Awareness of child development. (E)</li><li>• Knowledge and commitment to schools Equality policy. (E)</li><li>• Ability to relate well to pupils and adults. (E)</li><li>• Ability to work constructively as part of a team. (E)</li><li>• Ability to remain calm under pressure. (E)</li><li>• Demonstrate a commitment to working with children of the relevant age. (E)</li><li>• Demonstrate good co-operative, interpersonal and effective listening skills. (E)</li><li>• Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E)</li><li>• Ability to perform all duties and tasks with reasonable adjustments where necessary. (E)</li><li>• Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (D)</li><li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)</li></ul>

# PERSON SPECIFICATION – BAND 6

	ESSENTIAL (E) / DESIRABLE (D)
<b>EXPERIENCE:</b>	<p>Experience of working in a team situation. (E)</p> <p>Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. (E)</p> <p>Experience of working with pupils with additional educational needs and more able special educational needs. (D)</p> <p>Experience of working in a relevant discipline. (E)</p>
<b>QUALIFICATIONS/ TRAINING:</b>	<p>GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. (E)</p> <p>Level 3 NVQ for Teaching Assistants or equivalent qualification or experience. (E)</p> <p>Other relevant qualifications relating to the post e.g. Level 3 NVQ in Health/Childcare, first aid qualification. (D)</p> <p>Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, math, English etc. (E)</p>
<b>KNOWLEDGE/ SKILLS:</b>	<p>Will possess a full working knowledge of relevant policies/procedures/codes of practices with an outline understanding of relevant legislation. (E)</p> <p>Will have knowledge of the policies covering their service area. (E)</p> <p>Knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate. (E)</p> <p>Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies. (E)</p> <p>Good organisational and problem-solving skills with the ability to work proactively and independently(E)</p>

# PERSON SPECIFICATION – BAND 6

	ESSENTIAL (E) / DESIRABLE (D)
KNOWLEDGE/ SKILLS:	<p>Good communication skills. (E)</p> <p>Exercise advisory, guiding, negotiating and persuasive skills at a developed level. (D)</p> <p>Excellent numeracy/literacy skills. (E)</p> <p>Good ICT skills. (E)</p> <p>Ability to use relevant equipment/resources. (E)</p> <p>Ability to self-evaluate learning needs and actively seek new learning opportunities. (E)</p> <p>Ability to understand classroom roles and responsibilities. (E)</p> <p>An understanding of the needs of a multicultural society. (E)</p> <p>An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)</p> <p>Knowledge of Behaviour Management. (E)</p> <p>Knowledge and commitment to schools Equality policy. (E)</p> <p>Knowledge of Health and Safety requirements. (E)</p> <p>Ability to relate well to pupils and adults. (E)</p>

# PERSON SPECIFICATION



## Equal Rights

Our Trust / School is an equal rights employer. We require our governors and employees to follow our equality policies and to follow all statutory requirements concerning age, race, religious, sex, sexual orientation and disability discrimination. We respect and protect the rights of people with disabilities both in terms of equal opportunity for employment and access to the school's services.

## Disabled Applicants

Disabled applicants are guaranteed an interview if they meet the essential requirements of the Personnel Specification. As an equal rights employer our school is committed to make any necessary reasonable adjustments to the selection process, the job role and the working environment that would enable access to employment opportunities for disabled people. Where a disabled applicant is being assessed the selection panel's decisions will be based on an assessment of that person's expected capabilities once reasonable adjustments have been made.



## HOW TO APPLY

If you wish to apply for this post, please complete the application form outlining how you meet the criteria on the job description and the attributes required in the person specification.

You may supplement your application form with a supporting statement of no longer than two sides of A4. Your supporting statement should outline your reasons for applying for the post and give an indication of what you can offer the school.

Completed applications should be uploaded to Prospect Online.

**Closing Date: 9am on Thursday 4<sup>th</sup> January 2024**

**Interviews: Wednesday 10<sup>th</sup> January 2024**

**Visits to the schools are welcomed - please contact our school office on 01535 603832 to make an appointment.**

Thank you for your interest in our post. We look forward to receiving your completed application.