



BUTTERSHAW BUSINESS &
ENTERPRISE COLLEGE

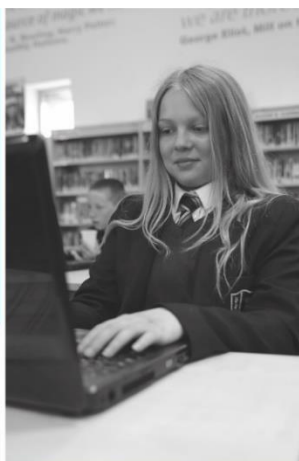
bdat
Bradford Diocesan
Academies Trust

Application Pack

TEACHING ASSISTANT



Ambition



Courtesy



Resilience



Kindness

Headteacher: Mr A Taylor

Buttershaw Business and Enterprise College
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BDAT website: www.bdat-academies.org



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RESILIENCE



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KINDNESS



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WELCOME

The governors, staff and students of Buttershaw Business and Enterprise College (BBEC) warmly welcome you to our guide for prospective applicants for the role of Teaching Assistant.

Our vision is that we will all work to ensure that our students will be the **best** they can be and can achieve great things. They will be **ambitious, resilient** and **determined** in their learning and **respectful, courteous** and **kind** in their relationships.

We will thus prepare our students to lead **happy** and **successful** lives.

We live this vision every day. It is a real privilege to introduce our vibrant school to you.

We believe students' education is not a dress rehearsal; they only get one chance and it is important that our school provides a safe, happy environment where our young people feel valued and can learn and fulfil their potential. The school has undergone change over recent years; these changes have resulted in greater success for our students. We are on a trajectory of rapid improvement. At BBEC we understand the importance of great teaching and our students being successful academically, but as well as this we offer fantastic opportunities for children to develop skills and interests beyond the classroom. We believe this helps students have a fully rounded, exciting learning experience so that they can thrive and be prepared for adult life.

We are a fully inclusive school and we welcome all children and their families. We have a fantastic mix of students with different skills and talents. The breadth of our curriculum is designed to include a range of academic and innovative courses for all abilities, from the university bound to those with additional learning needs. We are truly proud of our inclusive approach and our commitment to see every child reach his or her potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being ambitious and resilient in their work and courteous and kind in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, courteous and kind by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge at BBEC and (the world) beyond.
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, delight, resilience and discipline in seeking knowledge; a buzz for learning!



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- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our children deserve only the best quality staff, so we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our community, family ethos. We strongly believe education is a partnership between school, students and parents and work hard to develop this partnership.

We would be delighted to invite you to visit us in school so we can share our vision with you.

Ruth Hartley
Head of School



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ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just under 1500 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw; for the last four years we have been over-subscribed in Year 7.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is 'We all belong at BBEC'. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance age
occupation political affiliation language
marital status religion location education class

BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary. BBEC is unique in having five academies in Art and Design, STEM, Performing Arts, Sport and Enterprise, all of which aim to broaden the experiences and skills of our students.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.



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THE ROLE OF TEACHING ASSISTANT

The teaching assistant team at BBEC work with students with a wide range of SEND needs. This support is provided in a variety of ways including in class support, small group work, 1:1 work and personal hygiene. TAs play a vital role in supporting our students with literacy, numeracy, behaviour amongst other areas and also support interventions for specific needs. Teaching assistants work alongside teachers and the SENDCo to ensure students with SEND make the best possible progress. Teaching Assistants also contribute to the wider school and may be asked to do break and lunch time duties, support on the corridors, help with displays and attend meetings with parents.



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ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

GENERAL INFORMATION AND BACKGROUND

Bradford Diocesan Academies Trust (BDAT) is a Multi-Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford, as part of the Diocese of Leeds. BDAT is a charity governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

OUR MISSION STATEMENT

"The Trust's mission is to provide an education of the highest quality within the context of Christian belief and practice." We believe every child only has one chance at a good education.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

OUR CHRISTIAN ETHOS

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.



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BDAT PEOPLE: Our Faculty of Professional and Career Development

The BDAT Faculty of Professional and Career Development brings together into a single entity all that we currently do to recruit, develop and retain our staff. The Faculty provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE".



THE BDAT EMPLOYEE PLEDGE

Bradford Diocesan Academies Trust recognises that if our schools are to succeed, our teachers and school staff are our most valuable asset. As such we work hard to be an employer and the schools of choice in Bradford.

WE DO THIS BY:

- Relentlessly only recruiting the highest calibre of teachers who share our aspiration and ambitions for our pupils to succeed;
- Developing our teams by talent spotting and rewarding our next generation of leaders
- Making sure BDAT is a good place to work so that retain and grow the expertise and skills of our people. Keep reading to find out more about our employee pledge which sets out what you can expect from us if you choose to join BDAT and what we will expect of you.

WE WILL OFFER YOU:

- Work in a values driven, student centred organisation where every child is supported to reach their academic potential and accomplish their individual goals. <http://www.bdat-academies.org/about-us/bdat-mission-statement/>
- The prospect of working for an increasingly successful and growing Trust which is committed to providing high quality education for all of its students and to be the schools of choice. www.bdat-academies.org
- A separate annual career development discussion with a senior leader resulting in a bespoke career development plan in addition to Performance Management.
- Assistance with career progression both within and outside the Trust
- A competitive employees' benefit scheme <http://www.bdat-academies.org/aboutus/employee-benefit-scheme/>

WE WILL PROVIDE YOU WITH THE OPPORTUNITY TO:

- Have a week's placement in one of the BDAT schools within the first two years
- Shadow colleagues both within the school and across BDAT
- Support the development of staff new to the profession or to their role



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MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the BDAT application form. The application form can be downloaded from the school website www.buttershaw.net under Staff/BBEC Current Vacancies.

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy or to arrange to visit the school, please contact Anna Krywyszyn at Buttershaw Business and Enterprise College by email at anna.krywyszyn@bbec.bdat-academies.org.

Applications must be received by the closing date of 9am on Monday 28 November 2022. Interviews to take place in week commencing 28 November.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.



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TEACHING ASSISTANT - JOB DESCRIPTION

30.25 hours per week term time only plus two training days

Scale 1 - 2 SCP 1-4 (£13,962 - £14,932 - actual salary)

BDAT is a Real Living Wage Employer and guarantees a minimum hourly rate of £9.90.

Working hours 8.30am-3.10pm Monday to Thursday, 8.30am-2.35pm Friday

1. JOB PURPOSE

To work under the direction of the Special Educational Needs Co-ordinator, assisting children in following educational programmes and activities, keeping simple records of the child's performance and carrying out general non-teaching duties.

2. PRINCIPAL ACCOUNTABILITIES

Support for Students

- Supervising and supporting students ensuring their safety and access to learning, attending to the students' personal needs, and implementing related personal programmes, including social, health, physical, hygiene, first aid and welfare matters. This may involve manual handling and use of a hoist.
- Establishing good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promoting the inclusion and acceptance of all students.
- Encouraging students to interact with others and engage in activities led by the teacher.
- Encouraging students to act independently as appropriate.

Support for the Teacher

- Preparing classroom as directed for lessons, clearing afterwards and assisting with the display of students' work.
- Being aware of student problems/progress/achievements and reporting to the teacher as agreed.
- Undertaking student record keeping as requested.
- Supporting the teacher in managing student behaviour, reporting difficulties as appropriate.
- Gathering/reporting information from/to parents/carers as directed.
- Assisting the teacher with learning activities, ensuring health and safety and good behaviour of students.

Support for the Curriculum

- Supporting students to understand instructions.
- Supporting students in respect of local and national learning strategies eg literacy, numeracy, KS3, early years, as directed by the teacher.
- Supporting students in using basic ICT as directed.
- Preparing and maintaining equipment/resources as directed by the teacher and assist students in their use.

Support for the School

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school; modelling and upholding our school values.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Participating in training and other learning activities and performance development as required.
- Assisting with the supervision of students on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.
- Supporting, upholding and contributing to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Supporting an achievement tutor at registration and assembly times in order to encourage punctuality, students bringing correct equipment, friendship and support of each other and see general well-being of the class.
- Undertaking lunchtime and break supervisory duties as directed by the senior staff.

The duties and responsibilities listed provide an outline of the job. You may be asked to undertake other duties.



TEACHING ASSISTANT PERSONNEL SPECIFICATION

ATTRIBUTES	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications and Training	<ul style="list-style-type: none"> Good literacy and numeracy skills 	<ul style="list-style-type: none"> Good qualifications in maths and English (grade 4 or above at GCSE or equivalent) Teaching Assistant/SEN NVQ Level 3 	Application Certificates
Experience	<ul style="list-style-type: none"> Experience of working with young people aged 11-16 Experience of intervention programmes Experience of literacy and numeracy support for students Experience of effective tutorial work Experience of diligent and effective corridor duties 	<ul style="list-style-type: none"> Experience of working as a teaching assistant Experience of taking responsibility on trips out of school or extra-curricular activities in school 	Application References Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Ability to make and sustain good relationships with students An inclusive approach to meeting students' needs A track record of developing students' independence A good eye for display A track record of excellent record keeping A sound knowledge of health and safety A track record of effective communication with teachers (and parents where required) Competence in using ICT 	<ul style="list-style-type: none"> Good awareness of student SEAL and SEND needs Effective behaviour management skills 	Application Interview
Personal Circumstances	<ul style="list-style-type: none"> Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community 		Application Interview
Disposition and Attitude	<ul style="list-style-type: none"> A deep-felt desire to make a difference for young people. Emotionally intelligent: knowing when to direct, when to challenge and when not to; being able to inspire, present a positive perspective at all times; being able to listen and show awareness of other's sensitivities; having personal pride and leading by example. Understands the importance of work/ life balance. Enthusiastic, flexible, team player who enjoys hard work and takes constructive criticism. 		Application Interview References

	<ul style="list-style-type: none"> • Good oral and written communicator 		
Physical	<ul style="list-style-type: none"> • Resilient 		References Interview
Equality	<ul style="list-style-type: none"> • A commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. 		Application Interview