

Applicant Pack

To be read in conjunction with our 'Join our staff' brochure



Outstanding Achievement for All



Silverdale School is an extremely popular and high achieving 11-18 comprehensive in the south west of Sheffield and is the founding school of **Chorus Education Trust**. The school is rated as 'Outstanding' (Ofsted 2014) and has an excellent record of student achievement at both KS4 and KS5. It sits within a new building with a full complement of facilities.

At Silverdale's heart is one of the country's largest Teaching Schools, the **Sheffield Teaching School Alliance** and in 2020 it was asked to establish one of the first Teaching School Hubs, which resulted in the launch of the **South Yorkshire Teaching Hub**. In 2020 it was named the Sunday Times Top State Secondary School in the North of the Decade, in recognition of its sustained success.

Silverdale School is part of Chorus Education Trust, and as such all appointees may be required to work at any Trust site in the future.

You can view the school website at: www.silverdale-chorustrust.org

Senior Teaching Assistant (Level 3) – 2 posts

33 hours per week / 39 weeks per year

Grade 4, SCP 7-12 £20,092 to £22,183 (pro rata £15,326 - £16,921)

1 x permanent vacancy (Literacy)

1 x temporary vacancy for 1 academic year (Numeracy)

To start: September 2021

About these vacancies

We are looking for two passionate and inspiring Senior Teaching Assistants to provide support inside and outside of the classroom for young people with special educational needs and disabilities.

In addition to excellent numeracy and literacy skills the essential requirements are excellent communication, inter-personal skills, the ability to plan, assess and deliver literacy or numeracy interventions and a desire to work with young people helping them to realise their potential.

Experience of working with young people in a school setting is essential.

Applicants should be keen to:

- support the inclusion, social integration and academic progress of pupils with SEND inside and outside of the mainstream classroom.
- contribute to delivery, assessment and monitoring of student progress and support intervention.

To apply

The full application pack is available from www.chorustrust.org/vacancies and completed Chorus Trust application forms are to be sent to Jill Rishworth (HR Administrator) at:

recruitment@silverdale.chorustrust.org

Please state on your application form which vacancy you are applying for and please note that CVs and Sheffield City Council application forms will not be accepted.

Deadline for applications: **11.59pm on Sunday 20 June 2021.**

Interviews to be held: **week beginning 28 June 2021.**

The successful candidate will be required to complete a Disclosure & Barring check in line with the Rehabilitation of Offenders Act (ROA) 1974 (Exceptions) Order 1975 and the Police Act Regulations.

Job Description: summary

Post title:	Senior Teaching Assistant (Level 3)
Profile:	BS3.5
Grade:	4
Grade spinal point range:	7-12
Accountable SLT post:	Deputy Headteacher, Safeguarding, 6 th form and Inclusion
Line Manager of post holder (if different):	SENCO
Staff to be supervised or line managed by post holder:	N/A
Post holder will work with:	Deputy Head of Department AHT Teaching and Learning Other teaching and support staff
Holiday and sickness relief by/for:	By and for other education support staff
Purpose of job:	To be responsible for providing and coordinating pupil support through interventions and/or class-based work.
	This post may work across the Trust schools.
Version revised:	May 2021

Job Description: duties

The post holder must at all times carry out his/her responsibilities within the spirit of the School and Trust policies and within the framework of legislation relating to Academies and Education, with particular regard to the statutory responsibilities of the Trust and the Governing Body of the School.

These include but are not limited to:

Specific duties and responsibilities

SUPPORT FOR THE TEACHER

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- 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
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress
- Promotion of 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents, as directed
- Administer and assess routine tests and invigilate exams/tests
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of SEN Support Plans
- To act as a keyworker for individual or groups of students.
- Ensure productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities and interventions, adjusting activities according to pupil responses/needs
- To deliver specialized SEN intervention for a range of students across all key stages
- To supervise students within student support
- Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the Trust / School (applies to all roles)

- 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.
- Work in a flexible way to respond to the needs of the Trust and to fulfil other duties and responsibilities appropriate to the grade and role as and when required.
- Be aware of and support difference and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Contribute to the overall ethos/work/aims of the Trust/schools.
- Participate in relevant training, other learning activities and performance management as required.
- From time to time, to meet the needs of the Trust, you may be asked but not expected to work hours additional to your normal working hours. The Trust will give you as much notice as possible and you will be paid/recompensed for such work. Examples where this might be required are for example; relevant key school events such as Open Evenings, exam results days, trips, clubs, training etc.
- Team responsibilities - All Business support staff are considered part of the overall support team and may be required to provide assistance to colleagues in other areas from time to time commensurate with the role, skillset and grade.

Changes to these duties

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Principal.

The job description and allocation of particular responsibilities will be kept under review and may be amended via consultation with individuals, the Governing Body or Board of Trustees and/or Senior leadership team as required. Trade Union representation will be welcomed in any such discussions.

Person Specification

Job title: Senior Teaching Assistant (Level 3)

REQUIREMENTS	Essential	Desirable	Assessment method A = application I = interview R = reference
Knowledge, experience and skills			
Understanding of principles of child development and learning processes.	✓		A/I
Ability to build strong, productive working relationships with children and adults.	✓		A/I
Experience of planning, delivering and assessing interventions to raise attainment of vulnerable learners	✓		A / I
An awareness of Special Educational Needs and strategies to overcome barriers to learning in the classroom	✓		A
Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.		✓	A / I
Experience of supervising groups of students	✓		A/I
Relevant work experience in a similar background within a secondary setting (KS3 & 4)		✓	A
Ability to support/instruct other TA's and support staff.		✓	A/I
Qualifications			
Demonstrable levels of numeracy & literacy equivalent to GCSE (A-C)	✓		A
Evidence of regular, relevant and recent personal development.	✓		A
Other skills			
Communicate effectively with people at all levels eg school staff, students, governors and external contacts/ suppliers.	✓		I
Work effectively as part of a team recognising own role as a team member.	✓		A / I

Able to maintain a positive focus, accepting constructive criticism positively and learning from it.	✓		A / I
Demonstrate an enthusiastic and positive approach regarding challenges, putting the students at the heart of your work	✓		A/I
Ability to learn from experiences.	✓		I
Ability to carry out instructions accurately and effectively as directed by line manager.	✓		I
Ability to work alongside young people	✓		A / I
Interpersonal skills			
Ability to maintain confidentiality	✓		A
Accuracy when receiving information (verbally and written) and communicate information effectively and accurately.	✓		I
Able to make a positive contribution to the team.	✓		A
Able to reflect on performance and further develop own knowledge and skills to improve performance.	✓		I
Maintains standards set by the organisation.	✓		I
Takes responsibility for own actions.	✓		I
Ability to work alone unsupervised and manage own workload.	✓		A / I
Child protection			
A commitment to the responsibility of safeguarding and promoting the welfare of young people.	✓		I