



Edna G Olds Academy

A L.E.A.D. Academy

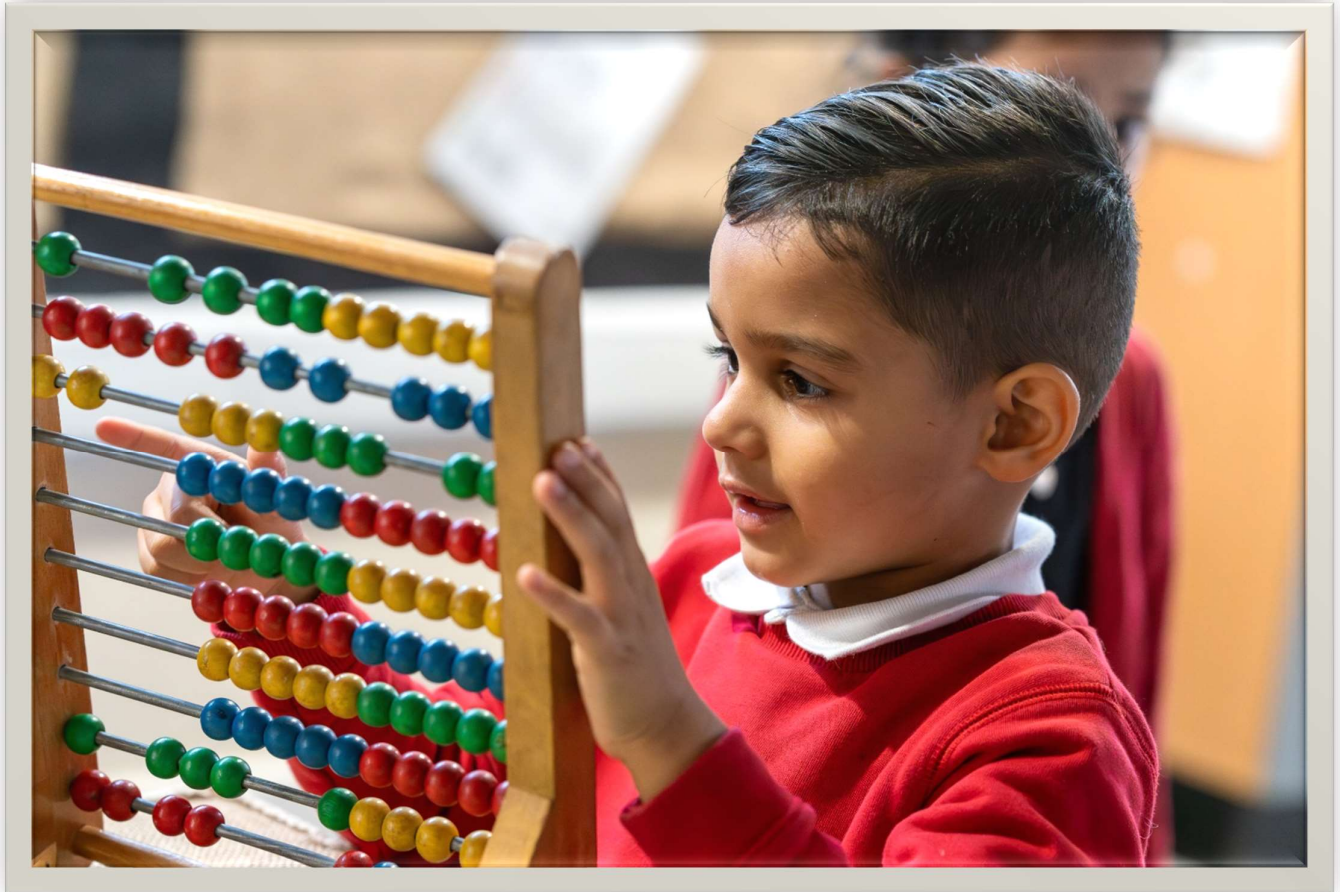


Candidate Information Pack

Teaching Assistant



L.E.A.D. Academy Trust



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L.E.A.D. Academy Trust
comprises of:

24
primary

..... and

3
secondary
academies

..... across

5
geographical
regions

..... with

11,000
pupils

..... and

1,500
members
of staff





Our Academies

Within our Trust, all academies strive to achieve:

- The highest standards of behaviour and conduct.
- Outstanding teaching and learning.
- A fully inclusive approach in which all children are equally important.
- A climate of mutual respect between the children, staff and community.
- Positive relationships.
- High aspirations for all involved with the school – a ‘can-do’ attitude.
- A wide range of enrichment opportunities for all to get involved in.
- A celebration of all the cultures and faiths represented in the school.
- An organisation in which there are no excuses for underachievement.

"The headteacher is a visionary leader. Leaders, including subject leaders, are a united team."

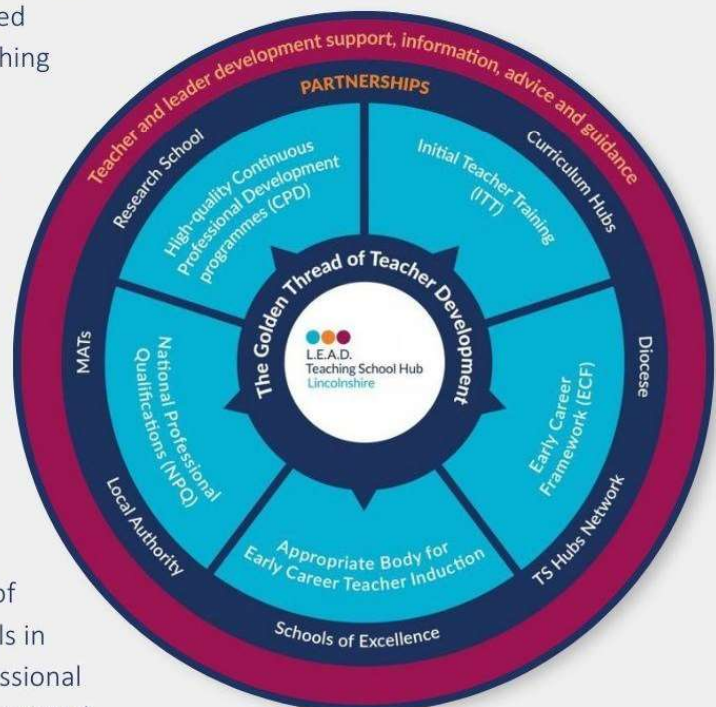
Witham St Hughs
Academy
Ofsted Report, 2012

L.E.A.D. Teaching School Hub

'Working together to lead the highest outcomes for all.'

L.E.A.D. Teaching School Hub Lincolnshire was launched in 2021 as one of the 87 organisations to be awarded Teaching School Hub status by the DfE. The Teaching School Hub is designated to work with schools across Lincolnshire and throughout our Trust. It supports every school type and phase, including nursery, primary, secondary, special and alternative provisions.

The role of the Hub and the Trust is to promote the importance of high-quality continuing professional development, from Initial Teacher Training through to executive leadership, supporting teachers throughout their career in a sequential and cohesive way. During 2021/2022 the TSH delivered 167 days of CPD to 2,163 participants, supporting 233 schools in total. The ability to access this high-quality professional support is therefore a significant opportunity associated with joining our Trust.





A message from the Headteacher

Edna G. Olds Academy is an inner city school situated within the vibrant community of Lenton, Nottingham. There are currently 229 pupils on roll who truly reflect the diverse cultural heritage of our wonderful local community, for example, 73% of our children speak an additional language other than English.

Developing a culture of excellence whereby the primary focus is upon exceptional teaching and learning provision ensures that all our pupils will flourish and get to realise their potential. Our children are encouraged to think creatively, question and embed a philosophy of high standards in order to achieve their goals. Our ethos promotes high personal, social and moral values, independence, self-discipline and resilience. At Edna G. Olds Academy we want to inspire our pupils to excel in every aspect of their lives.

Mrs Melany Pemberton - Executive Headteacher

About Edna G Olds Academy

Our Vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our Aims

To achieve our vision we prioritise the four core aims for which our name stands:

Lead – To show the way; to be first or foremost.

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower – to give power to; to enable

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve – to accomplish; to get or attain by effort

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive – to cause and guide progress; to impel forward

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

British Values

At Edna G. Olds Academy our school population reflects a truly rich and diverse community. Together, we pride ourselves on engendering an ethos which fosters inquisition, motivation and respect, as this ensures our pupils thrive and build the strongest of relationships.

Fundamental British Values permeate every aspect of our curriculum provision and are taught as part of an integrated approach. Our pupils' voices are valued and celebrated within every aspect of teaching and learning provision. We foster a culture that 'Everyone is a Leader', and as such, the children's voices are not only heard but listened to and acted upon, through the work of our three pupil councils (Pupil Voice Council, Environment Council and Eco Council).

As part of our curriculum offer we:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
- enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- promote further tolerance and harmony between different cultural traditions, by enabling students to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

As a result of teaching the above pupils gain:

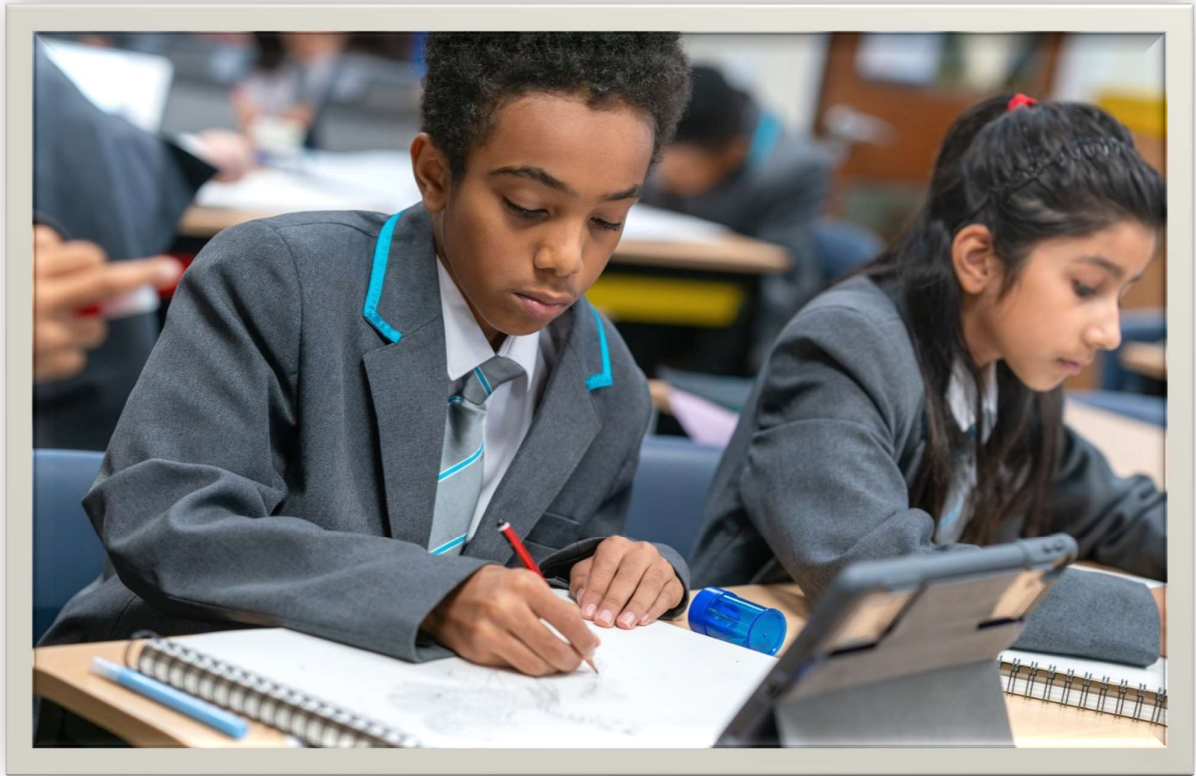
- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- an understanding of the importance of identifying and combatting discrimination.

It is not necessary for schools or individuals to 'promote' teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

In conclusion, our unique USP multi-faith context is embraced and truly celebrated within every aspect of our strong RE curriculum and core British values themed work. Our pupils exploit opportunities to:

- share an awareness of many faiths;
- develop an increased knowledge and understanding about other faith communities, and;
- express their enjoyment for learning.

A strong PSHE curriculum underpinned by our SMSC programme assists children in making appropriate choices. Pupils are able to reflect upon their feelings and those of others extremely well, adopting peer mentoring support strategies in order to strengthen partnership working and collaborative learning opportunities. The school's positive and caring ethos, together with our highest expectations for tolerance, respect, behaviour and learning, ensures all pupils get to truly flourish within an exceptionally calm and harmonious setting.





Benefits of being part of L.E.A.D. Academy Trust for Teaching staff

We recognise that successful people place value on a range of benefits associated with their careers, including receiving professional recognition, commensurate financial reward, job satisfaction, opportunity to innovate and a balanced approach to work and personal time. We place value on these aspects too.

Employee benefits from day 1

1. National teacher pay and conditions, including generous TPS scheme with minimum 23% employer contribution rate.
2. Superb CPD opportunities via various established routes including dedicated Teaching School Hub.
3. Access to Trust EAP service: 24/7 free advice on range of issues and wellbeing counselling.
4. Free eyecare vouchers and flu jabs.
5. Access to free Occupational Health Service, including physiotherapy service.
6. Access to free staff discounts and cashback for a huge range of products.

Ofsted feedback

"Leaders and staff are highly ambitious for all pupils. They take their responsibility to the pupils and the community very seriously. This is seen in their careful work to develop a knowledge-rich curriculum that promotes character development and raises aspiration."

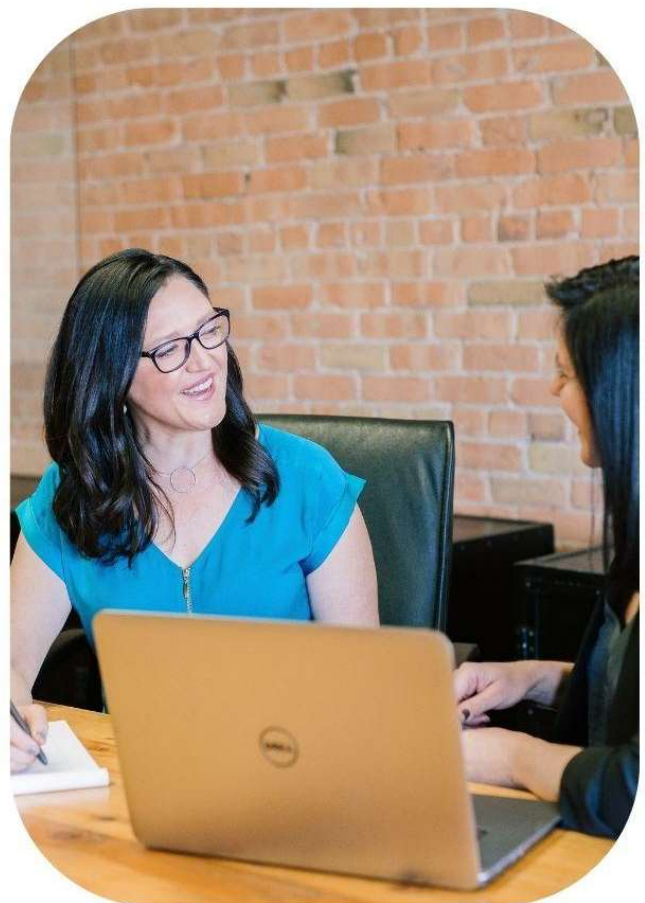
Radford Academy Ofsted Report, Jan 2023

"Staff feel that leaders are considerate of their well-being. They talk about leaders being approachable."

Bishop Alexander Academy, March 2023

"Staff value the training that they have had and the time to develop subject leadership roles. Teachers at the early stage of their career feel well supported and valued as members of staff."

Forest Lodge Academy, June 2022





How to apply

This vacancy is advertised on our website and the Eteach website. You can apply through Eteach or download an application form on our website.

Please send a completed application form and covering letter explaining your interest in the role and how you meet the person specification to : admin@ednagoldsacademy.co.uk

CLOSING DATE: 9th January 2025

INTERVIEWS: – 14th January 2025

Applications will be reviewed upon receipt, therefore shortlisted candidates may be contacted in advance of the closing date.

L.E.A.D. Academy Trust is committed to safeguarding and promoting the welfare of children and young people and we can expect all staff and volunteers to share this commitment. This post is subject to an enhanced DBS check.

For an informal, confidential discussion about this opportunity, please email:
admin@ednagoldsacademy.co.uk



"I wanted to be part of an organisation that works in partnership, believes in collaboration and invests and understands the importance of high-quality leadership and management."

Rebecca Riley, Head of School,
Huntingdon Academy

Job Title: Teaching Assistant

Pay Scale: NJC L7 -12

Location: Edna G Olds Academy

Line Manager: Headteacher

Job purpose:

- To work with children as part of a team under the overall direction of the Headteacher who will be responsible for the policy and educational programme and for matters of control and discipline within National Curriculum Framework.
- To foster the participation of pupils in the social and academic processes of the school by recognising individual pupils' needs and identifying and implementing appropriate responses under the overall management and guidance of the class teacher.
- To work independently in accordance within guidelines in order to encourage pupils to become more independent learners and help to raise the standard of achievement and attainment for all pupils.
- Activities undertaken by colleagues at this level would be monitored by the class teacher or more senior colleagues and the content of learning activities would be planned by the teacher/more senior staff, although there would be an expectation that the post holder would contribute to this process.
- To be aware of your responsibility for promoting and safeguarding the welfare of young persons whom you have contact with during the course of your duties.

Duties and Responsibilities:

Key Duties

- Assist the class teacher in the planning and evaluation of teaching and learning activities.
- Provide support to individuals and groups on teacher planned activities to enable them to access the curriculum, whilst monitoring progress and dealing with challenges as they arise.
- Through effective learning strategies, support all pupils to participate in learning activities. This will involve being aware of pupils' needs, using appropriate equipment and materials and modifying resources as necessary to support pupils to participate and progress.
- Contribute to the implementation of an effective behaviour management strategy, applying it fairly and consistently within clear boundaries and reinforcing positive aspects of behaviour.
- Develop positive relationships with parents, carers and families by taking a partnership approach, maintaining and sharing accurate information where appropriate.

Support for the Pupil

- Support learning activities for all pupils by maintaining awareness of the stages of development and individuals' specific needs and giving positive encouragement and feedback to ensure pupils are reaching their full potential.
- Care and support pupils by providing a safe and secure environment, responding appropriately to accidents, emergencies and following established procedures wherever appropriate.
- Contribute to the health and well-being of pupils through the support of safeguarding for pupils by ensuring a safe environment, and following policies & procedures at all times.
- Develop and promote positive relationships with pupils by communicating effectively, allowing them to feel valued and listened to and encouraging questions and ideas.
- Assist with the personal and intimate care of pupils.
- To support children and young people with SEND, supporting them to actively participate in learning activities. To liaise with parent/carers/outside agencies as required.

Support for the Teacher

- Contribute to the planning and evaluation of teaching and learning activities by being clear of own role in delivery, sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.
- Support with the delivery of learning activities in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom; however learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the Headteacher of the school.
- Working alongside the class teacher to ensure that learning resources and materials are ready for use in activities whilst recognising and minimising potential hazards and making adjustments where necessary.
- Escort and supervise pupils on educational visits and out of school activities.

Support for the Curriculum

- Support pupils in activities to develop their literacy and numeracy skills by having an awareness of individual needs, learning targets, and the relevant support required to assist pupils' development, offering encouragement and feedback where appropriate.
- Prepare and effectively use ICT within the classroom environment to support and promote pupils' learning in ways that are stimulating and enjoyable for pupils according to age, needs and abilities.

Support for the School

- Develop and maintain effective working relationships with other practitioners, drawing on their strengths and expertise in order to best support teaching and learning.
- Support children and young people through transitions that occur in their lives, enabling them to manage them in a positive manner.
- Willingness to keep up to date with professional practice by maintaining an up-to-date understanding of the requirements of the role and individual responsibilities.
- Contribute to maintaining accurate pupil records following relevant procedure and ensuring confidentiality at all times.

Influencing and Managing Relationships:

- Headteacher
- L.E.A.D. Central Support
- External agencies
- Parents and carers
- Governors
- Senior Leadership Team
- Staff

As job descriptions cannot be exhaustive, the post-holder may be required to undertake other duties which are broadly in line with above key responsibilities.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and individually take responsibility for doing so.

At L.E.A.D we have a strong vision and four core principles, to lead, empower, achieve and drive, which you will be expected to demonstrate in your working practices.

Teaching Assistant 2 Person Specification

This job description lists the competencies expected of an experienced/fully trained post-holder. The two right hand columns provide guidance for the appointment of new staff. (E = Essential criteria, D + Desirable criteria)

		E	D
Qualifications and Attainments	<ul style="list-style-type: none"> GCSE pass level or equivalent qualifications in maths/numeracy & English/literacy or significant demonstrable experience in a similar role Hold a relevant qualification as listed below or significant demonstrable experience in a similar role 	E E	
Skills and knowledge	<ul style="list-style-type: none"> Knowledge of Teaching Assistants' contribution to raising standards by the promotion of independent learning An appreciation of the National Curriculum and how this is applied to planning, preparation and delivery of learning activities Knowledge and understanding of pupil assessment, progress, evaluation and reporting of attainment Understanding and awareness of individual needs and ability to adjust communication methods accordingly Developed communication skills, both orally and in writing ability to establish positive relationships with pupils, families and colleagues Awareness of techniques necessary to support individual learning needs and development Initiative in dealing with day to day issues Ability to contribute to the planning and delivery of learning activities Knowledge of stages of child development and individual needs Knowledge of appropriate behaviour management practices Knowledge of Health and Safety policies and procedures that contribute to the maintenance of pupil safety and security Knowledge of safeguarding procedures and protocols Ability to organise classroom resources and assist with the maintenance of pupil records 	E E E E E E E E E E	D D D D
Experience	<ul style="list-style-type: none"> Experience of working within an education setting or equivalent Direct experience of working with pupils to raise attainment through personal intervention Proven experience of working with children and young people, including children with individual needs and from a range of backgrounds 	E E E	D D

	<ul style="list-style-type: none"> • Innovative use of resources and materials including ICT software and equipment • Relevant experience of building positive relationships with all stakeholders • Understanding the role of parents/carers and the wider community in education • Experience of working with children or young people with SEND 	E	D
Personal Attributes	<ul style="list-style-type: none"> • Have an openness to learning and change • Have a positive attitude to personal development and training • Be able to work in ways that promote equality of opportunity, participation, diversity and responsibility 	E E E	
Additional Requirements	<ul style="list-style-type: none"> • This role is subject to an enhanced DBS • May be required to work out of school hours to support the Academy 	E E	

Teaching Assistant Qualifications

Level 3 Certificate and Diploma in Supporting Teaching and Learning (STL)

Level 3 NVQ Supporting Teaching and Learning (STL)

Level 3 NVQ Childcare Learning and Development (CCLD)

Level 3 CACHE Diploma in Childcare and Education

Open University Certificate in Early Years Practice

Relevant Foundation Degree (relating to childcare and education)

QTS

Relevant degree in education studies accompanied by demonstrated practical experience as detailed in the person specification above.

National Nursery Nursing Board Award (NNEB)

BTEC National Learning Support

Children's Care and Education Diploma (CCE)

NVQ Level 3 in Early Years and Childcare

NVQ Level 3 Caring for Children and Young People

Open University Specialist Teaching Assistant Certificate (STAC)

Specialist Teaching Assistant Award (STA)

City and Guilds Certificate in Learning Support combined with NCFE

3563 Special Needs Assistant Qualification

NVQ3 Teaching Assistant