



Recruitment Application Pack

Dovecote Autism Resource Provision Teaching Assistant

BYA112

B3 NJC 7-11



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Welcome Letter

Dear Colleague,

Thank you for your interest in the role of an Autism Resource Provision Teaching Assistant at Bishop Young C of E Academy. We are seeking a dynamic, passionate, caring and ambitious person to join our wonderful Bishop Young family and our Dovecote Resource Provision for students with Complex Communication Needs and Autism.

This pack contains information about the Teaching Assistant role within our Dovecote Resource Provision, from which we hope you will gain an understanding of the requirements, duties and responsibilities for the role here at the academy, inspiring you to apply.

We are a values driven school, a place of nurture where we know our pupils. Pupils feel safe and enjoy school. In our recent Ofsted visit report, the inspectors refer to the 'calm and orderly environment' which exists at Bishop Young and states that 'within lessons, and across all areas of school, pupils behave well.' It was particularly pleasing to see that the report recognises the fantastic work that our Student Senior Leadership Team does. 'The school's student leadership team are involved in many aspects of school. They are highly regarded and are seen as role models to younger pupils.'

Our Special Educational Needs provision was also highly praised in the report. We were exceptionally pleased to see that Ofsted have recognised the great work that has already started in our new resource provision Dovecote. The report states 'Pupils with SEND are well supported at Bishop Young. Leaders, including the Special Educational Needs Coordinator (SENCo), have created a culture of inclusivity. Support staff make effective contributions in and out of lessons. The systems in place to nurture and support all pupils, but especially those with SEND, are of a high quality. The school's commitment to pupils with SEND has been strengthened by the creation of a new integrated resource for pupils with autism spectrum disorder.'

We continue to do the very best for each student in our care. We strive to help all children to recognise their talents, build on their strengths, recognise where they may find something tricky and help them have the skills to move forward from this. We strive to create caring, thoughtful and articulate pupils who are proud of themselves and the communities they live in.

The Academy values and invests in the continuing professional development of all staff. Our staff wellbeing programme has been recognised nationally and has featured on BBC Look North. As a key part of the Abbey Multi Academy Trust staff also have opportunities to collaborate with colleagues in our partner Academies.

We very much look forward to receiving your application.

Rachael Cole
Head of School

Autism Resource Provision Teaching Assistant within Dovecote Dovecote at BISHOP YOUNG C of E ACADEMY

Reference: BYA112

Salary: B3 NJC 7-11 £20,444- £22,129 FTE
(actual salary £15,411 - £16,681) Term Time only plus 5 days

Bishop Young C of E Academy is a thriving and highly successful 11-16 Church of England convertor Academy which serves communities right across the city of Leeds. We are part of **Abbey Multi Academy Trust** and share in the Trust mission to work **In Partnership to 'Educate, Nurture and Empower'**.

We are seeking to appoint an enthusiastic Teaching Assistant to join our Dovecote Team and would welcome applications from individuals who can rise to the challenge and can demonstrate impact and improvements in their current role.

We are looking for:


- A highly motivated and hard-working person with the capacity to contribute to the on-going development of the schools Resource Provision.
- A colleague looking to develop your career within a supportive team
- Able to encourage and enthuse students with complex communication needs including Autism, to achieve their full potential
- Inspirational to colleagues and students – sharing best practice
- A team-player who can develop positive relationships with children, families and colleagues
- Someone who will support the Christian ethos of the school

We can offer you:

- A school that values and invests in the continuing professional development of all staff
- A fantastic team of dedicated and committed staff based in an excellent learning environment
- A vibrant, happy and incredibly rewarding environment in which to work
- Opportunities to take part in the National Tutoring Programme
- Access to individually tailored CPD packages including bursaries to qualify to at least Level 2
- Additional recruitment and retention allowance may be available for an exceptional candidate plus access to an individually tailored CPD package

Bishop Young is a welcoming, caring, calm, disciplined, inspiring and purposeful environment. One of the greatest strengths of the academy is our focus on quality teaching and we are committed to ensuring that all our students achieve outstanding results.

We have high expectations of all of our students and aim to equip them with the knowledge, skills and self-confidence they need to achieve life-long success. Our dedicated and forward-thinking staff focus



on our culture of challenging and inspiring students, in an environment of mutual respect where each child is recognised as unique and special.

At our recent OFSTED inspection in September 2021, behaviour was rated good at Bishop Young Academy, with HMI stating, 'Within lessons, and across all areas of school, pupils behave well. They understand the school rules' and that 'the environment is calm and orderly'.

Through a bespoke and tailored Character Education Programme, "The BISHOP Character", we are committed to ensuring that our students are given opportunities to develop 'soft skills' such as perseverance and integrity, so that they are able to sustain success when they leave us and move on to Higher Education or work.

We prioritise support for staff and students around SEMH and wellbeing. Please follow the social media links below to see examples of this. As such, our staff and students feel valued and loved.

Since opening as a new academy in 2017, we have made exceptional progress. In 2019, we saw a 0.5 improvement in our Progress 8 score, ensuring that we are one of the most improved schools in the region. Pleasingly, our disadvantaged students and those with SEND improved at an even more rapid rate, ensuring that the progress gap between both groups and the rest of our students disappeared in 2019.

We have also been recognised at a national level in Parliament for our excellent work on Oracy, featuring in the Speak for Change All-party Parliamentary report in April 2021.

Bishop Young is achieving great things and we are looking for someone with a caring and nurturing ethos to be part of our team.

<https://twitter.com/bishopyoungce>

<https://www.facebook.com/Bishop-Young-C-of-E-Academy-265362073870023/>

www.bishopyoungacademy.co.uk

<http://www.abbeymat.co.uk/>

Candidates who have the motivation to work with a vibrant team and the passion to work with children in a supportive and rapidly evolving environment, are encouraged to apply.

We would welcome applications from individuals who can rise to the challenge and can demonstrate impact and improvements in their current role.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure and Barring Service check. We promote diversity and want a workforce which reflects the population of Leeds.

Application Process

The closing date for applications is **12pm Monday 20th June 2022**

Interview date: **to follow shortly**

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please note all sections of the Application Form should be completed. Supporting statements should evidence skills and experience against the requirements of the job description and person specification.

Completed applications should be returned by email to recruitment@abbeytrust.org

CVs will **not** be accepted in place of a completed Application Form.

All applications will be acknowledged within 24 hours. Should you fail to receive confirmation of receipt please call 0113 320 1439

Invite to Interview

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

Candidates will be selected for interview entirely on the content of their application form. Candidates are advised to read the job description and person specification carefully before completing an application form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;

Abbey Multi-Academy Trust is robust in promoting the safeguarding of children and is rigorous in its recruitment checks. An enhanced disclosure from the DBS and Barred List check will be required for this post.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies will not be accepted.

Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status;
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period;
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

Abbey Multi Academy Trust is committed to safeguarding children. This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

References & Verifications

We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.

Queries

If you have any queries on any aspect of the application process or need any further information or you would like the opportunity to have an informal discussion, please contact us via the Recruitment@abbeytrust.org email address.

Equality and Diversity

Abbey Multi Academy Trust promote diversity and want a workforce which reflects the population of Leeds and Calderdale. We are committed to creating and sustaining a positive and supportive working environment for our staff, and an excellent teaching and learning experience for our students. We aspire that staff are equally valued and respected, and students are encouraged to thrive academically.

As a provider of employment and education, we value the diversity of our staff and students. We are committed to providing a fair, equitable and mutually supportive learning and working environment for our students and staff.

We acknowledge the following basic rights for all members and prospective members of our community:

- to be treated with respect and dignity
- to be treated fairly with regard to all procedures, assessments and choices
- to be encouraged to reach one's full potential

These rights carry responsibilities and we require all members of our community to recognise these rights and act in accordance with them. In addition, we will comply with all relevant legislation and good practice.

No individual will be unjustly discriminated against. This includes, but is not limited to, discrimination because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex and sexual orientation.



Job title: Autism Resource Provision Teaching Assistant Level 2

Salary: B3 NJC 7-11 £20,444- £22,129 FTE
(actual salary £15,411 - £16,681) Term Time only plus 5 days

Reporting to: SENCO / Vice Principal

Overall purpose of the post:

To provide learning, care and support to enable all students to access the curriculum and associated activities, working in partnership with staff and other professionals to educate, nurture and empower students to achieve academically, socially and spiritually.

Key responsibilities:

- To work under the instruction and guidance of teaching and senior staff to carry out learning, care and support programmes to enable access to learning for students.
- To assist the teacher in the management of students and the classroom.
- To undertake work in the classroom or outside the main teaching area on a 1:1 or small group basis.
- To contribute to the overall ethos, work and aims of the Academy.

Key Tasks:

Educate

Teaching & Learning

- To assist with the planning of learning activities.
- To communicate with appropriate teaching staff to ensure good preparation of all lessons.
- To prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use to ensure they are well prepared for all lessons.
- To create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- To use strategies, in liaison with the subject teacher, to support students to achieve learning goals.
- To assist with the display of students' work in the classroom and Academy as appropriate.
- To administer routine tests, invigilate exams and undertake routine marking of students' work.
- To undertake structured and agreed learning activities and teaching programmes, adjusting activities according to student responses.
- To support the use of ICT in learning activities and develop students' competence and independence in its use.
- To undertake programmes linked to local and national learning strategies – literacy, numeracy, KS3/4 /Post 16 achievement and progress and feeding back to the teacher.

Key Tasks continued:

Achievement/Progress

- To set challenging and demanding expectations and promote self-esteem and independence.
- To provide feedback to students in relation to progress and achievement under the guidance of the subject teacher.
- To monitor students' responses to learning activities and accurately record achievement and progress as directed.
- To provide detailed and regular feedback to subject teachers on students' achievements, progress, difficulties etc.

Nurture

- To supervise and provide particular support for students with complex communication needs including Autism, ensuring their safety and access to learning activities.
- To 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.
- To assist with the development and implementation of Education, Health and Care Plans, Individual Support Plans and Pupil Passports.

Empower

Staff

- To appreciate and support the role of other professionals involved in the teaching and learning, care and support of students.
- To provide an excellent role model for students conveying high professional standards of behaviour, punctuality, attendance and appearance.

Students

- To encourage students to interact with others and engage in activities led by the teacher.
- To promote good student behaviour, dealing promptly with conflict and incidents in line with established Academy policy and encourage students to take responsibility for their own behaviour.
- To be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.

Partnership

- To establish constructive relationships with students and interact with them according to individual needs.
- To promote the inclusion and acceptance of all students.
- To establish constructive relationships with parents and carers.
- To provide clerical and administrative support ie photocopying, word processing, filing, administer coursework.

General Duties:

- To carry out supervisory duties in accordance with published schedules, including before and after school and at lunch time.
- To take part in appropriate meetings and events with colleagues, parents/carers, governors and external partners.
- To attend Parents' Evenings as required.
- To accompany teaching staff and students on visits, trips and out of academy activities as required and take responsibility for a group under the supervision of a teacher.
- To accept personal responsibility for supporting the general ethos, atmosphere and progress of the Academy.
- To participate in training and other learning activities and performance development as required.
- To contribute to the PHSCE programme as required.

Note:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This job description will be reviewed annually and may be subject to amendment or notification at any time after consultation with the post holder. Elements of this job description, and changes to it, may be agreed at the request of the Principal or the incumbent of the post.

I have read the Job Description and agree to all the terms and conditions set out therein. I also agree to comply with all Abbey Multi Academy Trust Policies, Child Protection and Health & Safety regulations. I understand that this Job Description is not an exhaustive list and I agree, when required, to undertake any reasonable request made by the CEO/Principal/Headteacher.

Name:

Signature:

Date:

TEACHING ASSISTANT PERSON SPECIFICATION CRITERIA								
Qualifications		ESSENTIAL			DESIRABLE			
1	NVQ Level 2 Teaching Assistant Award or appropriate level of experience of operating in the classroom environment				A	R		
2	Training or willingness to train in relevant learning strategies eg Autism, Speech and Language, literacy, numeracy and willingness to partake in further training where needed.	A	R					
3	Maths and English GCSE Grades A* - C or equivalent				A	R		
Professional knowledge, skills and abilities		ESSENTIAL			DESIRABLE			
1	Understanding of relevant policies, codes of practice and awareness of relevant legislation				A	R	I	
2	Basic understanding of child development and learning	A	R	I				
3	Experience of working with or caring for young people of relevant age (11-19)				A	R	I	
4	General understanding of the national/foundation stage curriculum and other basic learning programmes/strategies	A	R	I				
5	Good numeracy and literacy skills	A	R	I				
6	Ability to use ICT effectively to support learning	A	R	I				
7	Ability to use other equipment and technology ie video, photocopier to support learning	A	R	I				
8	Ability to relate well to children and adults	A	R	I				
9	Ability to work constructively as part of a team	A	R	I				

Experience		ESSENTIAL			DESIRABLE		
1	Successful working relationships with students, staff, parents and carers				A	R	I
Professional Attributes, Qualities and Values		ESSENTIAL			DESIRABLE		
1	An enthusiastic and innovative teaching assistant, passionate about teaching and learning	A	R	I			
2	Ability to build appropriate and effective professional relationships with all	A	R	I			
3	Possess personal integrity, warmth, a willingness to grow and learn, and a sense of humour	A	R	I			
4	Ability to reflect critically, and respond to, performance and feedback	A	R	I			
5	Enabling the highest levels of student achievement through translating vision, ethos and values into practice	A	R	I			
Professional Attributes, Qualities and Values continued		ESSENTIAL			DESIRABLE		
6	Ability to articulate, communicate and support the Christian ethos and values of the Academy			I			
7	Think creatively in order to anticipate and problem solve			I			
8	Excellent interpersonal, written and oral communication skills			I			
9	High level of emotional intelligence and self-awareness		R	I			
10	Excellent time manager		R	I			
11	Personal resilience		R	I			
12	Inspire, challenge, and motivate students towards a shared vision		R	I			

13	Foster an open, fair and equitable culture, managing conflict where necessary		R	I			
14	Prioritise, plan and organise self and others		R	I			
15	Willingness to make a positive contribution to the wider life of the school/Academy and community		R	I			

The criteria will be evidenced as indicated below: