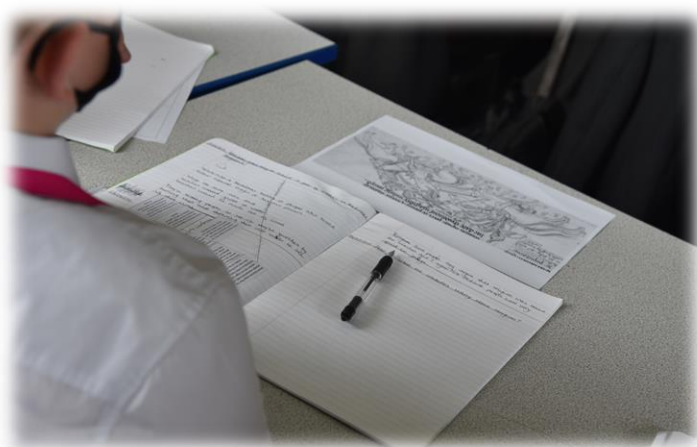


*Forward Thinking, Cohesive, Proud*

## Candidate brief for the position of **Teaching Assistant (at South Chingford Foundation School)**

Start date: ASAP  
Tenure: Permanent – 29.42 hours per week x 44.4 weeks per annum  
Salary: Scale 2 (spinal points 3-4) £15,157 - £15,432 actual pro-rated salary – or  
Scale 3 (spinal points 5-6) £15,708 - £15,992 actual pro-rated salary, depending on  
qualification/experience



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Chief Executive Officer/Executive Principal  
Jane Benton MA Med  
Chingford Academies Trust  
Nevin Drive  
Chingford  
London E4 7LT

Tel: 020 8529 1853  
Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Teaching Assistant at South Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description.

We very much look forward to receiving your application.

Yours sincerely



**Jane Benton**  
Chief Executive Officer



## An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including an externally funded Saturday School which is well attended.

### **Our strengths, including what Ofsted say about our schools:**

*The Schools serve a diverse community and are inclusive in their approach.*

*Pupils say that they are encouraged to respect others and treat everyone equally.*

*Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.*

*Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.*

*Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."*

*Parents, carers and staff are overwhelmingly positive about the Schools' work.*

*Positive relationships between teachers and pupils underpin engaging and effective learning.*

**Chingford Academies Trust**

**South Chingford Foundation School**

**JOB DESCRIPTION**

<b>JOB TITLE:</b>	Teaching Assistant
<b>RESPONSIBLE TO:</b>	SENCO
<b>GRADE/PAY RANGE:</b>	Scale 2 (spinal points 3-4) or Scale 3 (spinal points 5-6) depending on qualification/experience
<b>HOURS:</b>	29.42 hours per week x 44.4 weeks per year
<b>JOB PURPOSE:</b>	The Teaching Assistant (SEN) will be a member of a multidisciplinary team working with individuals and groups in the classroom under the direction of the teacher.

**MAIN DUTIES AND RESPONSIBILITIES**

**Overview of TA role**

1. Supervise and provide particular support for SEND students, ensuring their safety and access to learning activities.
2. Use strategies, in liaison with the teacher, to support students to achieve learning goals.
3. Assist with the planning of learning activities and support the classroom teacher in the management of students and the classroom.
4. Take shared responsibility for care and welfare of SEND students including dealing with their therapeutic, pastoral and personal care needs.
5. Assist with the development and implementation of EHCP objectives, including toileting and personal hygiene programmes (where agreed), eating and drinking programmes, physical positioning, dressing and grooming.
6. Promote the inclusion and acceptance of all students.
7. Establish and maintain relationships with individual students and groups including acting as a key worker for specific EHCP students and to liaise with parents as appropriate.

8. Weekly attendance at Inclusion team meetings and other relevant meetings.
9. Writing, monitoring and updating key documentation including student passports, provision maps and annual review documentation.
10. To undertake before school, break and lunch time duties if necessary. This may involve a regular lunch duty.
11. To undertake other duties of a similar level and responsibility as may be required from time to time.

### **Support for Teachers**

1. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed by the Head of Faculty.
2. Provide detailed and regular feedback to teachers on pupil's achievement, progress, problems etc.
3. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

### **General**

1. These above mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the School.
2. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
3. To be committed to, and comply with, all school policies.
4. To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.
5. To participate in appraisals annually in line with school policy.
6. To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
7. To manage both internal and external relationships, striving for excellence in stakeholder satisfaction.
8. To work effectively and successfully in your team within school.

## **Other requirements**

To have an up-to date Enhanced DBS Disclosure.

## **Safeguarding**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns to the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LWBF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

CHINGFORD ACADEMIES TRUST  
SOUTH CHINGFORD FOUNDATION SCHOOL  
PERSON SPECIFICATION  
Teaching Assistant

JOB REQUIREMENTS	Essential	Desirable	Method of Assessment (I/A/R)*
<b>Qualifications</b>			
GCSE Maths minimum grade C or equivalent	E		A
GCSE English minimum grade C or equivalent	E		A
Specific Teaching Assistant qualification or willingness to work towards one		D	A
<b>Experience</b>			
Experience of working in a secondary school with students with Special Educational Needs		D	A/I/R
Experience of working with children / young people with SLCN and ASD		D	A/I/R
Experience of using at least basic ICT	E		
<b>Knowledge and Understanding</b>			
An understanding of classroom roles and responsibilities.	E		
<b>Skills and Abilities</b>			
Ability to demonstrate professional communication and interpersonal skills both written and verbal.	E		A/I/R
Ability to deal with inappropriate behaviour in a calm and non-judgmental way following school guidance.	E		
Ability to handle sensitive issues relating to students, keeping confidentiality as required	E		A/I
<b>Personal Attributes</b>			
A passion for working with students with SEND	E		A/I/R
Enthusiastic and willing to learn	E		I/R
Flexible, proactive and resourceful	E		I/R
Willingness to work flexibly to meet the needs of the students as demand dictates		D	I/R



Ability to motivate others	E		
High level of resilience and determination	E		
Calm and organised approach to work including times when under pressure	E		
<b>Other Requirements</b>			
Flexible approach to work	E		
Ability to work well as part of a team	E		
Ability to quickly gain the respect of all students and staff and foster appropriate relationships	E		
Committed to school ethos and direction	E		
Understanding of Safeguarding Procedures	E		
High standard of punctuality	E		
A commitment to on-going personal development and willingness to undertake appropriate training	E		
Appointment to the post is subject to a satisfactory enhanced DBS check	E		Post interview

This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.

'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'

***"The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf". (Ref: Safeguarding Children and Safer Recruitment in Education 2007).***

\*I - Interview R – Reference L - Lesson observation A - Application Form

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**You can find out more information by taking a look at our websites:**

[www.chingfordfoundation.org](http://www.chingfordfoundation.org) and [www.southchingfordfoundation.org.uk](http://www.southchingfordfoundation.org.uk)

To arrange a visit to the Trust schools please contact HR on 020 8529 1853 extn: 226 or email [hr@chingfordacademiestrust.org.uk](mailto:hr@chingfordacademiestrust.org.uk)

**Closing date: Monday 25<sup>th</sup> April 2022 at 9am**

**Interview date: Week commencing 2<sup>nd</sup> May 2022**

Please return your completed application to [jobs@southchingfordfs.org.uk](mailto:jobs@southchingfordfs.org.uk)

*The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.*



## How to Apply

- i. Read carefully all the information about this post.
- ii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iii. Send your completed application form by email (if downloaded) to:  
[jobs@southchingfordfs.org.uk](mailto:jobs@southchingfordfs.org.uk) or post to:

Human Resources  
Chingford Academies Trust  
31 Nevin Drive  
Chingford  
London  
E4 7LT

**Your application must be received by Monday 25<sup>th</sup> April at 9am**

## **Recruitment Process**

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

### **Pre-employment Checks**

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity (if working at a school, one of which must be your current Chief Executive Officer/Headteacher). It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Complete a Medical Declaration in order to ensure fitness to work.

### **Policy on Equal Opportunities**

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.



**Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.**

This Charter supports CAT Strategic Objectives 3 and 4:

***Strategic Objective 3:***

**To develop a culture within the constituent Academies of the MAT in which all employees and students have outstanding behaviour and attitudes to one another, their learning and the community of schools**

***Strategic Objective 4:***

**To nurture a culture in which personal development contributes to the creation of a harmonious community**

**Creating the Right Environment**

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

**Building Relationships**

- Being warm, empathic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

**Repairing Relationships**

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

**Reflecting and Improving**

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.

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