

Job Title	Advanced Teaching Assistant	Job Category	Support
Grade & Salary Range	Grade D, (4-6) £18,933- £19,698 FTE	Hours of Work	25 Hours a Week (Mon-Fri)
Location	Manor CE Academy	Travel Required	No
Position Type	Fixed Term (until 31st August 2021)	Line Manager	SENCO
Date Posted	13th January 2021	Posting Expires	26th January 2021
Interviews to be held	To Be Confirmed	Start Date	As Soon As Possible

Application Process

Please complete an application form and submit a covering letter of no more than two sides of A4.

All candidates are advised to refer to the job description and person specification before making an application. Interviews will be held as soon as possible after the closing date.

Completed Applications are to be returned to

Name	Mrs S Metcalfe
Email Address	s.metcalfe@mce.hlt.academy
Postal Address	Manor CE Academy Millfield Lane York, YO26 6QD

Hope Learning Trust York 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 an enhanced DBS check, medical clearance, satisfactory references and eligibility to work in the UK checks.

For any queries regarding the role, please contact the school directly or alternatively you can contact the Recruitment Team via recruitment@hlt.academy

Advanced Teaching Assistant, 25 Hours a Week, Fixed Term until 31st August 2021

Grade D, Scale Points 4-6, £18,933 to £19,698 Full Time Equivalent Per Annum

As the Principal of Manor CE Academy, I am delighted to introduce our school to you, and thank you for your interest you have shown in applying for a vacancy here.

Manor has a proud history, having served the young people of York for over 207 years. We are a Church of England academy in the beautiful historic City of York and our Christian values guide influence and underpin all that we do. We proudly strive to provide a 21st century education for our young people, founded on Christian belief, and carry on the work that the National Society began in the early 19th century.

We are an outstanding academy with a reputation for academic excellence. In 2020, 80% of our students achieved grades 9-4 in English language or literature and maths, 60% achieved grades 9-5 in English language or literature and maths, these results are very high and well above national averages. 53% achieved the English Baccalaureate at grade 4 and above.

In recent years, we have taken on the role of a National Support School and our Teaching School is at the heart of the EborHope Teaching Schools Alliance, training the next generation of teachers. We are also a founder member of the Hope Learning Trust, York, a growing family of schools working together to transform education within Yorkshire and the Humber.

We are blessed to have state-of-the-art facilities and very supportive families. However, our greatest assets are the 1,000 plus amazing young students and the 140 highly gifted teaching and support staff. Our aim is that all students and staff 'serve others, grow together and live life to the full'. We want to develop compassionate, serving young leaders that work to make their communities and our society a better place, and we try hard to ensure that we keep that in mind in school planning and organisation.

Job Details

All posts at Manor Church of England Academy involve at all times seeking to further the mission, values and strategic aims of the school; accepting responsibility for the implementation of school policy, procedures and other guidance as set out in the Staff Handbook and elsewhere; working positively, flexibly and co-operatively both with colleagues and as appropriate with those outside school; and the setting of high standards.

All roles involve responsibilities and expectations as set out in the appropriate national standards and in the school's role specifications and documentation.

All members of staff are expected to promote and safeguard the welfare of students in accordance with the Safeguarding Children in Education Act, including maintaining clear professional boundaries in all relationships; to promote an anti-racist, multi-cultural approach; in line with school policy. Additional duties may be asked of members of staff by the Principal as occasion requires.

The generic role specifications below are offered in good faith as a guide to professional practice in the expectation that staff will seek to approach them in a professional manner. All role specifications are subject to revision in the light of changing circumstances.

Good luck with your application and I look forward to hearing from you!

Simon Barber
Principal



Job Description

Job Title	Advanced Teaching Assistant (ATA)
Grade	D
Responsible To	Headteacher / Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager
Staff Manage	None
Job Family	Teaching Assistants
Job Purpose	<p>To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils.</p> <p>To assist in the induction and development of classroom support staff as required.</p>
Job Context	<p>Works within the classroom or appropriate area of the school site to complement the professional work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>Enhanced DBS clearance required</p> <p>An ability to fulfil all spoken aspects of the role with confidence through the medium of English</p>
Accountabilities / Main Responsibilities	
Operational Issues	<ul style="list-style-type: none"> • Assist in the planning and evaluation of learning activities with the teacher. Deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to support the needs of allocated pupils • With the class/subject teacher, plan and deliver small group interventions, with clear objectives and appropriate learning outcomes • Monitor and record pupil responses and learning achievements and give appropriate feedback to teachers towards the overall assessment of pupil progress and attainment made by the teacher and other professionals • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Support and assist in the development and implementation of appropriate behaviour management strategies • Take account of the effects of different parenting approaches, backgrounds and routines, and be involved in home school liaison, as directed by the class/subject teacher • Support pupils in their social and emotional wellbeing in implementing relevant social, health, and physical programmes, including for those with health, social and physical needs • Escort and supervise pupils on educational visits and out of schools activities under the supervision of a teacher • Undertake break supervision as required

Communications	<ul style="list-style-type: none"> • Establish rapport and respectful, trusting relationships and communicate effectively with pupils, their families and carers, and other agencies / professionals • Initiate appropriate and effective communication with the class teacher, and other professionals, forging and sustaining relationships across agencies
Partnership or Corporate Working	<ul style="list-style-type: none"> • Assess, record and report on pupils' attainment and progress within assessment and reporting processes • Participate in meetings with other staff, external professionals and parents regarding pupils, in a support capacity to the teacher, who will normally lead on such matters • Assist in the induction and development of classroom support staff, cascading information and good practice • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings • Share information confidentially about pupils with teachers and other professionals as required
Safeguarding	<ul style="list-style-type: none"> • Carry out tasks associated with pupil's personal hygiene and welfare, including personal intimate care, physical and medical needs, whilst encouraging independence (<i>Upon agreement with postholder</i>) • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate
Planning and Organising	<ul style="list-style-type: none"> • Assist the teacher and work as directed in preparation of the classroom and resources for planned work to take place • Undertake routine clerical duties as required • Support the use of ICT and adhere to relevant policies • Supervise and provide access arrangement for pupils sitting internal and external examinations and tests, ensuring that examinations comply with Examination Board Regulations • Participate in appraisal, training and other learning activities
Data Protection	<ul style="list-style-type: none"> • To comply with the Trusts policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality.
Health and Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • To work with colleagues and others to maintain health, safety and welfare within the working environment.
Equalities	<ul style="list-style-type: none"> • We aim to make sure that services are provided fairly to all sections of our community, and that all our existing and future employees have equal opportunities. • Ensure services are delivered in accordance with the aims of the Equal Opportunities Policy Statement. • Develop own understanding of equality issues.
Flexibility	<ul style="list-style-type: none"> • Whilst this job outline provides a summary of the post, this may need to be adapted or adjusted to meet changing circumstances. Such changes would be commensurate with the grading of the post and would be subject to consultation. All staff are required to comply with Policies and Procedures

Customer Service	<ul style="list-style-type: none">• The Trust requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment.• The Trust requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.• Understand your own role and its limits, and the importance of providing care or support.
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Person Specification

Job Title	Advanced Teaching Assistant (ATA)	
Grade	D	
Responsible To	Headteacher / Principal / Higher Level Teaching Assistant / Senior Advanced Teaching Assistant / SENCO / Inclusion Manager	
Staff Manage	None	
Job Family	Teaching Assistants	
	Essential	Desirable (if not attained, development may be provided for successful candidate)
Knowledge		
	<ul style="list-style-type: none"> • Good understanding of child/ young people’s development and learning processes • Understanding of individual children and young people’s needs • An understanding that children/Young people have differing needs and knowledge of inclusive practice 	<ul style="list-style-type: none"> • Knowledge of Behaviour Management techniques • Knowledge of Child Protection policies & Procedures • Knowledge of Health & Safety legislation
Experience		
	<ul style="list-style-type: none"> • Appropriate experience working with children in an education setting 	<ul style="list-style-type: none"> • Experience in other relevant skills e.g. art/music/sport • Experience of delivering evidence-based interventions that accelerate learning
Occupational Skills		
	<ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Behaviour management • Good reading, writing and numeracy skills 	<ul style="list-style-type: none"> • Demonstrable ICT skills and ability to use them as part of the learning process, or, the ability to develop ICT skills in a reasonable timeframe
Qualifications		
	<ul style="list-style-type: none"> • Relevant NVQ Level 3 or equivalent 	<ul style="list-style-type: none"> • Appropriate first aid training (<i>Dependent on the school’s needs</i>)
Other Requirements		
	<ul style="list-style-type: none"> • Demonstrable interpersonal skills • Ability to work successfully in a team • Able to exercise judgement • Confidentiality • Flexibility • Enhanced DBS clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	<ul style="list-style-type: none"> • Creativity

<ul style="list-style-type: none">• Emotional resilience in working with challenging behaviours and attitudes• Ability to use authority and maintaining discipline• An empathy for equality & diversity• The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post	
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Optional - Statement for recruitment purposes: You should use this information to make the best of your application by identifying some specific pieces of work you may have undertaken in any of these areas. You will be tested in some or all of the skill specific areas over the course of the selection process.

Thrive

We are committed to empowering our workforce to flourish and thrive, enabling us to transform both the schools and the lives of the young people we serve.

Growing together is at the heart of our development. We are committed to continual personal development – for ourselves and on behalf of others. All of us are learners.

Partnership working within and outside our Trust enables the sharing of best practice and supports the wider education community. At Hope we are committed to working collaboratively with high quality local, regional and national providers. We are proud to be an outward facing educational trust.

As Learners

We work with trust schools in aiming to create a culture of excellence, by being relentless in providing the very best for our children and students. We believe that given the right support, in the right environment, all young people can thrive and make excellent progress. For us, what matters most is the distance travelled, not where the children end up.

As Creative Individuals

First and foremost, our schools are places of learning, but we strongly believe that we succeed together by treating each young person as a creative individual, nurturing their interests and rejoicing in their passion. We understand that no two young people are the same, so we provide opportunities to allow our students to explore all aspects of being unique.

By encouraging creativity and expression in all its forms, our young people develop not just academically, but as a whole.

As Caring and Engaged Citizens

As Church of England and community schools we are particularly committed to motivating our young people from an early age, to become active, caring and engaged members of the community.

The Trust works with the Archbishop of York's Youth Trust to deliver the Young Leaders Award programme at Key Stages 2, 3 & 4. We are advocates for this scheme which empowers young people to make a difference in their local community whilst growing in key leadership skills.

As Spiritual Beings

Our history dates back to 1812 when church schools were founded across England. Being a Church of England multi-academy trust today embodies this 200-year legacy of the first church schools. This distinctiveness is central to everything we do and the values of those early church schools, based around inclusion, community and service are visible across the Trust today.

As Professionals

We want every young person to experience great teaching and get the support they need throughout their time at school. We value our staff immensely and are committed to initial teacher training, professional development and leadership development. As a Trust we are there to challenge but most importantly support each other. No one should feel isolated and on their own.

Benefits of working at HOPE

Continuing Professional Development (CPD)

Hope Learning Trust, York is committed to the professional development of all staff and is supported by the Education Team at the Diocese of York. This provides the opportunity for further CPD, networks and training to share best practice, as a member of a wider partnership of 125 diocesan schools and multi-academy trusts, across eight local authorities. We also have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

From NQT through to CEO, the Trust links with the Ebor Hope Teaching Schools Alliance, to provide high-quality, relevant training for all staff at all levels, pushing challenging, supporting and nurturing, enabling all members of the Hope team to succeed, develop and aspire to the next challenge.



Pension Scheme

As an employee of HOPE MAT you are offered membership of either the Teachers' Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee's paying contributions into the scheme (banded, based on earnings level) HOPE MAT also pays into the scheme on your behalf.

For more information please visit: www.teacherspensions.co.uk www.nypf.org.uk

Cycle to Work Scheme

For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and HOPE MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit www.cyclescheme.co.uk



The Hope Family

Our schools are places where young people can grow and excel and where colleagues strive to generate a culture of excellence and are innovative and collaborative.

As a Trust, we believe that by growing together as a family, belonging to a community with common goals and ambitions for its young people and having a central understanding that we should all put others needs before our own, we will succeed.

