



# QUANTOCK

EDUCATION TRUST



## Information for Applicants

### 1: 1 Teaching Assistant



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[www.quantockedtrust.co.uk](http://www.quantockedtrust.co.uk)

November 2021

CEO – Mrs K Canham, BA (Hons), MA

Dear Colleague

Thank you for showing an interest in the post of 1:1 Teaching Assistant at Stogursey Church of England Primary School. These are very exciting times for our Trust, as we extend our formal collaboration to two of our local primary schools: Spaxton C of E and Stogursey C of E Primary schools.

Stogursey School is situated in a beautiful location in rural Somerset, close to Bridgwater and just 35 minutes from Taunton and is a new and equal member of the Quantock Education Trust (QET). The proximity, furthermore, to Hinkley Point offers a range of opportunities linked to education provision in our region.

You will have gained from the website a snapshot of the culture, ethos, curriculum and support that we provide. Life within the Quantock Education Trust is vibrant and dynamic.

New colleagues are guaranteed a full programme of induction and support and we are committed to on-going 'in-house' investment to meet the professional needs of all our staff. We have an open-culture and treat others with respect and fairness. We work together to meet the common need, share ideas, collaborate effectively for the benefit of the school and build relationships with colleagues and the community. Our Teaching School status provides all staff with a wide range of opportunities to develop their career.

The hours for this post are 27.5 hours per week Monday to Friday. Candidates wishing to have part-time hours or a job-share will also be considered. Please state your preferred hours on a covering letter with your application. The working hours are from 08:30-3.30pm on Mondays, 08:45-3.30pm on Tuesday to Thursdays and 08:45-3.15pm Fridays (one hour unpaid lunch break and 15 minutes unpaid morning break). The actual salary is £11,460pa based on Grade 15 full-time equivalent annual salary of £18,562.

The person appointed to this post will work together with Staff to deliver safe, stimulating education and care for a specific child with high needs. In addition, you will play a vital role in planning and delivering individualised programmes of support to help this child to develop the social and emotional skills they need to flourish in school, working in small groups but mainly 1:1 situations.

Ideal candidates will have a good standard of literacy and numeracy and will also have experience of working with children or young people. Some experience of working in Early Years will be essential. You will be expected to be self-motivated and possess excellent interpersonal skills to establish supportive relationships with pupils. Candidates should also have a commitment to young people, their welfare, education and personal development. A relevant qualification in teaching assistance or a background working with children with additional needs would be desirable.

If you wish to proceed with an application for this post, please complete an application form from our website, together with a covering letter outlining your experience and qualities, and return it to the school by the closing date of 16 November 2021. This post is subject to an enhanced DBS disclosure of criminal records and proof of identity and Right to Work in the UK.

We are intending to interview w/c 22 November 2021 If you have not heard from the school by then, you may assume that your application has been unsuccessful on this occasion.

The Quantock Education Trust has first class training and support in place for teaching and support staff and offers bespoke training and opportunities for career development.

If you wish to proceed with an application for this post, please complete an application form from our website, together with a covering letter outlining your experience and qualities, and return it to the school. This post is subject to disclosure of criminal records and proof of identity.

I look forward to receiving your application.

Yours faithfully

A handwritten signature in black ink that reads "K. M. Canham". The signature is written in a cursive style and is positioned above the typed name.

Mrs Karen Canham,  
CEO, Quantock Education Trust



## Introduction

Founded in 2016 by the Headteacher and governors of Haygrove School, the Quantock Education Trust (QET), formerly known as the Haygrove Academy Trust, comprises a cross-phase group of closely located schools: Spaxton C of E Primary, Stogursey C of E Primary and Haygrove School.

The two primary schools were given the approval from the Regional Schools' Commissioner to become academies to join the QET in 2018. Both have now converted, although the three schools have been working in collaboration for several years. We are working closely with several other schools who have shown interest in joining our Trust, as well as a range of schools with which we have formed links.

The geographical proximity is an important factor in the Trust rationale, but it is even more important that each school has committed to share a common vision and ambition to improve the life opportunities of all the children and young people in the community. What binds us all is a strong sense of collective and moral responsibility for the education of all children between the ages of 2 and 16, seeking to increase opportunities for learning and enrichment for those growing up in a rural community. All member schools must commit to protect the religious character of its schools as well as the individual ethos and diversity of each school community.



Integral to the development of the Trust is the importance of building capacity, sharing best practice and promoting excellence in teaching and learning from the very start of the academic journey through to the age of 16. We are passionate about developing the whole-child, through a high quality curriculum and programme of character education that will enable each child to develop into a well-rounded and good citizen with a lifelong passion for learning and ambition to succeed.

### **Our Vision is:**

To deliver an exceptional education with the aim of increasing the life opportunities for all learners in our Trust community.

### **Our Mission is:**

To improve outcomes for all pupils across the Trust.

The overall aim of our Vision and Mission is to provide clarity of purpose in driving our strategy for a culture of continual improvement.

We believe that at the heart of school improvement there is a need for a strong culture in which relationships are key to effective and productive collaboration. We are hugely ambitious for all learners across our Trust, regardless of background or ability. We are also keen to support the sustainability of our small local schools, ensuring equity of access to opportunities, curricular and non-curricular, particularly for those children and families who live in remote areas.

As a multi-academy trust, we are committed to the development of talent and personal growth through an engaging and innovative approach to career planning through leadership pathways and an enriching offer of opportunities for Continuous Professional Development, including working in other Trust schools. Our Teaching School status is central to this aspect of our vision.

## Quantock Teaching Alliance

In 2016 Haygrove School was accredited as a Teaching School and formed the Quantock Teaching Alliance (QTA). The alliance is working collaboratively and strategically to support other schools and to provide a wide range of opportunities for professional development for teachers and support staff at all stages of their career. The alliance has become a member of the Chartered College of Teaching and is committed to the promotion and development of innovative and pioneering pedagogy which will enable high quality teaching, outstanding achievement and the development of character, growth mind-set and resilience in our learners. For more information on the Quantock Teaching Alliance please visit <https://www.quantockta.co.uk/>.

These are very exciting times for our Trust and we are keen to recruit ambitious, enthusiastic and highly committed professionals who are keen to develop their career with us.

Link to the 'Day of Kindness' video - <https://youtu.be/6dqxySPANrA>



Haygrove School



## JOB DESCRIPTION

<b>Job Title:</b>	1:1 Teaching Assistant
<b>Reports to:</b>	Head of School
<b>Salary range:</b>	Grade 15

### **Role purpose:**

- To assist the SENCO and teacher in the development of a programme of work and the provision of a stable, caring and supportive learning environment, to enable children to achieve their full learning potential and to facilitate their social and moral development.
- Support will mainly be on a one to one basis but occasionally in groups, and may be with those with some physical disability, impairment or behavioural elements.
- To work with teaching staff in implementing and developing educational opportunities to maximise the learning potential of all students and those with Additional Educational Needs.
- To provide supervision, support and care to students with additional or special educational needs, disabilities and/or learning difficulties.

### **MAIN RESPONSIBILITIES AND DUTIES**

#### **Under the direction of the Class Teacher and SENCO**

Assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.

Assist in the development, monitoring and evaluation of programmes of work.

Assist with observations.

Assist in the monitoring of and contribute to the review of students' progress.

Assist in the preparation for educational visits, and where appropriate accompany pupils.

Develop knowledge of a range of learning support needs and understand the general and specific support required for students in the learning process.

Under the direction of the class teacher, provide support to pupils, individually and in groups through a range of tasks.

Assist in the preparation, arrangement and maintenance of classrooms and their equipment, including occasional assistance in the creation of displays and making use of basic visual aids, art and craft materials.

Support and direct literacy and numeracy tasks, clarifying and explaining instructions. Focus assistance in weaker areas, such as language, behaviour, reading, spelling, handwriting/presentation.

Developing appropriate resources, supporting students using IT and other specialist equipment, ensuring the student is able to use the resources provided.

Motivate and encourage children to concentrate on and finish work set.

Undertake learning activities with students of varying abilities to ensure differentiation and access to the curriculum.

Seek to ensure the promotion and reinforcement of students' self-esteem, appropriate levels of effort and behaviour and to guide students to become independent learners.

Contribute to the assessment of students' learning, in particular with regard to Literacy, Numeracy and I.T. skills.

To work with pupil groups, using a range of strategies to gain acceptance and inclusion of students with additional educational needs.

To provide care and supervision of students within the classroom, within the school and outside of the school.

Assist in the supervision of assessments.

Under the direction of Health Service professionals, may be required to undertake activities in support of occupational, physio and speech therapy.

#### **Problem solving and creativity:**

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of students, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual student.

Use a variety of interpersonal techniques to establish supportive relationships with students.

#### **Decision making:**

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of students with special educational or personal needs.

Responding to the attitude and behaviour of students by exercising sound judgement in the context of school policies and procedures e.g. in addressing bullying, harassment or prejudice.

#### **Physical Effort and Working Conditions**

A normal school environment, although the jobholder may be involved in external activities, such as educational visits

#### **Contacts and Relationships**

Contact with all appropriate staff in school to pass and receive information, advice, guidance, suggestions and ideas.

There will be regular contact with the SENCO relating to student issues.

### **Other Specific Duties**

- Play a full part in the life of the school community, to support its mission and ethos and to encourage staff and students to follow this example
- Continue personal development as agreed.
- Comply with the school's Health and Safety Policy
- Uphold the principles of safeguarding and promoting the welfare of children and be aware that safeguarding is everyone's responsibility

### **Other**

Employees will be expected to comply with any reasonable requests from a manager to undertake work of a similar level that is not specified in this job description.

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

### **Review**

This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to your responsibilities and duties.

# Person Specification

November 2021

KEY CRITERIA	ESSENTIAL	DESIRABLE
<b>QUALIFICATIONS AND TRAINING</b>	<p>Good standard of literacy and numeracy.</p> <p>GCSE English and Maths A – C (or equivalent).</p> <p>Requirement to participate in training/development as required/identified.</p> <p>Experience of working in Early Years.</p>	<p>NVQ2 in teaching assistance or equivalent qualifications or experience.</p> <p>Training and knowledge of child development/ SEND</p>
<b>COMPETENCE SUMMARY.</b> (Knowledge, Abilities, Skills and Experience)	<p>A passion for supporting young people to develop their knowledge and skills in both areas</p> <p>An ability to communicate effectively both written and orally..</p> <p>Experience of working with children or young people (or voluntary work).</p> <p>An ability to follow directions by teachers.</p> <p>Demonstrative knowledge of and commitment to a responsibility to keep children safe and protected</p> <p>An ability to work constructively as part of a team.</p> <p>Some understanding of learning difficulties.</p> <p>An ability to relate well to adults and children, respond sensitively and flexibly to competing demands from children.</p> <p>Understand and comply with the need for confidentiality.</p> <p>Effective interpersonal and organisational skills.</p> <p>An ability to be flexible in a changing environment.</p> <p>Ability to be coached/ mentored.</p> <p>An ability to be reflective on own practice.</p> <p>An ability to use ICT to:</p> <ul style="list-style-type: none"> <li>● Input data</li> <li>● Support children’s learning</li> </ul> <p>Possess skills to undertake general clerical/administrative tasks in relation to the post.</p>	<p>Recent experience of working in an educational setting.</p> <p>Experience in interventions</p> <p>Able to be creative and innovative in meeting the particular needs of students.</p> <p>Background knowledge of the National Curriculum and general school procedures/policies</p> <p>Experience of working with children with additional needs.</p>
<b>Personal Qualities and Attributes</b>	<p>Patient, calm and firm when appropriate</p> <p>Energy and a good sense of humour</p> <p>Hardworking and creative</p> <p>Ability to motivate and inspire young people</p> <p>Ability to build positive relationships with students and other staff</p> <p>Be resilient</p> <p>Interested and curious about SEND.</p>	
<b>Special Factors</b>	<p>Must be eligible to work in the UK</p>	

	DBS Checked	
<b>Other</b>	Suitability to work with children and young people. Two supportive work related references. (References from friends will not be accepted) Able to manage time effectively and have a good attendance record.	

## **WORKING WITHIN THE QUANTOCK EDUCATION TRUST**

### **Conditions of Service**

Full details of conditions of employment will be set out in a Statement of Main Terms and Conditions of Employment, which will be issued to the successful candidate on appointment.

### **Fitness for Employment**

The successful candidate will be required to complete a medical questionnaire which may result in a check by the Occupational Health Physician. Satisfactory clearance with police records will also be necessary (please see Disclosure procedure).

### **Remuneration**

Salary is paid on the 31st of each month comprising salary for the whole month.

### **Flexibility**

As a condition of employment, the post holder may be required to undertake such other duties as may reasonably be required, in addition to the major tasks outlined in the job description.

### **Interview Expenses**

The QET will pay second class rail travel, or mileage allowance and reasonable out-of-pocket expenses incurred by candidates attending interview.

### **Smoking Policy**

All sites within the QET are non-smoking and all prospective employees are expected to accept this as a condition of working at the school.

### **Equal Opportunities**

The QET is committed to the promotion of equal opportunities and is dedicated to pursuing non-discriminatory policies and practices and to eliminate unfair discrimination on any basis. This means that we are striving to ensure that no job applicant will receive less favourable treatment than another on grounds of gender, marital status, age, racial origin, disability, sexual orientation or political or religious beliefs.

### **Safe Recruitment**

The QET is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In order to meet this responsibility, we follow a rigorous selection process to discourage and screen out unsuitable applicants.

### **Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment - this will depend upon the nature of the offence(s) and when they occurred.

Further information about Disclosure can be found at [www.disclosure.gov.uk](http://www.disclosure.gov.uk)

## **Shortlisting**

Only those candidates meeting the right criteria will be taken forward from application.

## **Interview**

1. Those shortlisted will take part in an in-depth interview process.
2. Candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

## **Reference Checking**

References from the previous and current employer will be taken up for shortlisted candidates and where necessary, employers may be contacted to gather further information.

## **Probation**

All new staff will be subject to a probation period of six months (which may, in certain circumstances, be extended by up to 10 weeks). The probation period is a trial period, to enable the assessment of an employee's suitability for the job for which they have been employed. It provides the school with the opportunity to monitor and review the performance of new staff in relation to various areas, but also in terms of their commitment to safe guarding and relationships with students.

## **Working across the Quantock Education Trust**

This job needs to be considered in the context of a changing and evolving Multi Academy Trust and therefore the duties detailed here will need to be adjusted to meet the needs of the Trust. This is a Trust wide post and you could be required to work across the Trust Schools.



## APPLICATION

To apply, please download an application from our website  
<https://www.quantockedtrust.co.uk/vacancies>

Completed application forms should be sent, together with a supporting letter, by email or post to:

□ [recruitment506@educ.somerset.gov.uk](mailto:recruitment506@educ.somerset.gov.uk)

□ Miss M Collins  
HR Administrator  
The Quantock Education Trust  
c/o Haygrove School  
Durleigh Road  
Bridgwater  
Somerset  
TA6 7HW

Please ensure your application form has your email address and also the e-mail addresses of your referees.

**Closing date: noon on 16 November 2021**  
**Interview Date: w/c 22 November 2021**

*Early applications are encouraged.  
We reserve the right to close the advert should we feel able to appoint  
an appropriate candidate.*