



Education
Partnership
Trust

High Expectations • Commitment • Ambition

Candidate Information Pack

Pastoral Support Teaching Assistant Level 3

The Heights Burnley





A message from the Headteacher

Thank you for expressing an interest in the position of Pastoral Support Teaching Assistant Level 3 at The Heights, Burnley.

This is a fantastic opportunity for an outstanding, ambitious and dynamic Teaching Assistant Level 3 to join a newly opened school at an exciting stage of its journey.

We are an age 5-16, 150 place alternative provision school in Burnley. The Heights, Burnley is a thriving, ambitious community that places the best interests of young people at the heart of everything we do. We are a 150 place school, part of the Education Partnership Trust (EPT), serving the community of Burnley, Pendle, Rossendale, Hyndburn and The Ribble Valley. We have a fantastic student cohort and dedicated staff that thrive on a culture of high expectations.

At The Heights, Burnley, we are proud to provide a safe and inclusive learning environment: promoting positive attitudes and respect. Through instilling our PRIDE values of Perseverance, Respect, Initiative, Drive and Excellence, we aim to nurture our students' character, self-esteem, personal and social development. We are committed to providing the best educational experiences and opportunities for our students. Our vision is to ensure a world class education, addressing social disadvantage where it exists through high expectations and an ambitious curriculum. At the very heart of the school's work is a commitment to high quality teaching and learning and achievement for all: for our pupils to be safe, happy and successful developing as individuals into caring, responsible citizens who participate fully in school life and are proud of their achievements.

We aim high at The Heights, Burnley and expect high standards of behaviour and academic effort. Every student at The Heights, Burnley is encouraged to have ambitious goals and is responsible for creating a culture of high expectations and academic excellence. We support our students to become conscientious, high-achieving individuals, who are able to discover their talents and passions through the opportunities we provide. Our ethos revolves around ensuring that we provide the very best educational experiences and opportunities, both in and out of the classroom environment.

We are proud of our achievements at The Heights, Burnley our aspirational and exciting curriculum, our examination success, our ambitious opportunities for pupils' personal development, our charity work and our community involvement. We are committed to the pursuit of outstanding teaching and learning alongside the highest possible academic, personal and moral standards. This commitment is built upon a shared belief in hard work, self-reflection and a culture of respect and support for others.

The Heights, Burnley is a successful age 5-16, 150 place alternative provision and over the past three years has achieved the following:

- 96% of our year 11 cohort moved into further education, employment or training.
- 98% of respite students successfully transitioned into their next phase of education.
- Established working relationships with over 40 mainstream schools.
- Established as the 'school of choice' for alternative provision in the local area.

To apply for this post, please follow the instructions on the 'Vacancies' page on our website. For visits to the school or any other information, please contact dbury@theheightsburnley.com



N.Lewis
Headteacher



**Education
Partnership
Trust**



I am delighted that you are considering a role within the EPT.

The EPT was established in 2012 as a high performing multi academy trust and approved academy sponsor, that delivers the very best educational experience for our pupils within an ethos of collaboration and excellence.

Wishing you all the best with your application.



Sharon Roscoe
Chief Executive

Our Vision

Creating outstanding schools which transform learning, lives and communities

Our Values

High Expectations

of ourselves, our pupils and our school community

Commitment

we are dedicated to raising standards and improving opportunities

Ambition

we constantly strive to improve by setting ourselves challenging goals

Job Advertisement

Pastoral Support Teaching Assistant - Level 3

Hours:	37 hours per week
Weeks Worked:	39 weeks (Term Time Only)
Start Date:	January 2024
Salary:	SCP 11 - 19 (Actual Salary £22,848 to £26,189 pa)

The Heights, Burnley wishes to appoint a hardworking, enthusiastic and committed Pastoral Support Teaching Assistant Level 3. If you are experienced, enthusiastic, open to new ideas and have a flexible 'can do' approach, we would welcome an application from you.

The Job

- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide pastoral support to students experiencing difficulties on a day-to-day basis
- To work as part of the team that responds to challenging behaviour
- To provide information, advice and structured intervention to enable students to make positive choices about their behaviour, attendance and social interactions
- To liaise with staff, parents and relevant outside agencies to provide appropriate intervention for students experiencing disruption to their learning
- To liaise with support staff and teachers to share strategies for support
- To develop strong links between the school and families in order to improve educational opportunities for students and to promote a positive attitude towards school
- To adopt the key worker role for named students, to include monitoring their progress, attending any relevant meetings and reporting any concerns to the SENCo/Pastoral

What are the job requirements?

- GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.
- Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 3.
- Experience of working with children in an educational setting in particular meeting the needs of children who may face barriers to learning.

- Experienced in sound behaviour management techniques.
- Is able to work as a member of a class team to support planned lessons.
- Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.
- Has the ability to relate well to children.
- Ability to work as part of a team.
- Good time management and organisational skills.

Amongst the many benefits of working within the Trust you will receive:

- Healthcare cash back plan provided free by the Trust includes optical, dental, physio, diagnostics, health assessment, NHS prescription charges, hospital cover, discounted gym memberships plus lots more.
- 6 sessions of free counselling including CBT, wellbeing and bereavement.
- Cycle to work scheme.
- Electric Car Scheme (Salary Sacrifice)
- Access to government pension schemes.
- Free parking
- Training and development opportunities
- Personal development and promotion opportunities across the Trust
- Trust wide focus on staff wellbeing
- Trust wide Intranet to share knowledge and resources

Closing date: 8th December 2023

Interview date: w/c 11th December 2023

Safeguarding

The Education Partnership Trust is committed to safeguarding its children; therefore, an enhanced DBS clearance will be undertaken for the successful applicant(s). The Trust (and its schools) are legally obligated to process a Disclosure and Barring Service (DBS) check before making appointments to relevant posts.

Incomplete application forms will not be shortlisted, if you need to discuss a reason for being unable to complete a section, please contact the recruitment team HR@ept-uk.com

Applications for this exciting post are to be made through <https://ept.face-ed.co.uk/vacancies>

Job Description

Pastoral Support Teaching Assistant Level 3

Job Title: Pastoral Support Teaching Assistant Level 3
Reports to: Assistant Headteacher
Grade: SCP 11 – 19

JOB PURPOSE:

- To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class-based interventions.
- To provide pastoral support to students experiencing difficulties on a day-to-day basis
- To work as part of the team that responds to challenging behaviour
- To provide information, advice and structured intervention to enable students to make positive choices about their behaviour, attendance and social interactions
- To liaise with staff, parents and relevant outside agencies to provide appropriate intervention for students experiencing disruption to their learning
- To liaise with support staff and teachers to share strategies for support
- To develop strong links between the school and families in order to improve educational opportunities for students and to promote a positive attitude towards school
- To adopt the key worker role for named students, to include monitoring their progress, attending any relevant meetings and reporting any concerns to the SENCo/Pastoral
- To comply with confidentiality and safeguarding procedures

KEY RESPONSIBILITIES AND ACCOUNTABILITIES:

- Working under guidance to provide support with addressing the needs of pupils who need particular help to overcome specific barriers to learning.
- To assist in pupil supervision and the management of pupil behaviour.
- Receiving and supervising pupils excluded from a normal timetable.
- Challenging and motivating pupils and promoting and reinforcing self-esteem.
- Support social communication skills always.

- To undertake activities to assist in monitoring the personal social and emotional needs of pupils.
- Support the development of pupils' independent learning and independence skills.
- To develop positive relationships with pupils to assist pupil progress and attainment.
- Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils.
- Accompany the class teacher and supervise pupils on visits, trips and out of school activities as required
- Work on displays following consultation with the class teacher/SLT.
- To liaise with parents, carers and outside agencies, where appropriate.
- Attend Parents' Evening.
- To monitor individual pupils' progress and to report on pupils' needs, achievements and concerns.
- To undertake classroom administrative tasks including the maintenance of records.
- Assist in the invigilation of exams.
- Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress.
- Lesson planning, evaluating and adjusting lesson plans as appropriate.
- Administering and assessing routine tests to assess the pupils as needed.
- Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy.
- Assist and deliver the general pastoral care of the pupils, following Health Care Plans as necessary.
- Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety.
- Prepare the classroom for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson.
- Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use.
- To assist in providing an atmosphere in which effective learning can take place.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training as appropriate.
- To take care of their own and other people's health and safety.
- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.



Note:

This Job Description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be changed at management's discretion in the future. As a general term of employment, the Trust may affect any necessary change in job content or may require the post holder to undertake other duties, at any location in the Trust's service, provided that such changes are appropriate to the employee's remuneration and status.

As a term of your contract of employment, the Trust reserves the right to vary your hours of work and require you to work outside the range of your "typical working arrangements" specified in your Statement of Particulars.

The Trust reserves the right at its discretion to affect this condition of your employment. Should this be necessary you will be given reasonable notice of any proposed changes.

PERSON SPECIFICATION

Job Title:	Pastoral Support - Teaching Assistant 3
Reports to:	Assistant Head Teacher
Grade	Level 3 – SCP 11 – 19

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Intervie w / Task
QUALIFICATIONS & EXPERIENCE				
1.	GCSE or Equivalent qualification in English and Mathematics at level 9 – 5.	E	X	
2.	Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 3.	E	X	
3.	Experience of support work with children in an educational setting.	E	X	X
4.	Experience of covering a class in the absence of the teacher	E	X	X
5.	Experience of administering and assessing routine tests	E	X	X
6.	Experience of working within an alternative provision setting	D	X	X
7.	Previous experience working in a secondary school environment	D	X	X
8.	Previous experience working with children/young people with special educational needs/SEMH	D	X	X
KNOWLEDGE & UNDERSTANDING				
9.	Knowledge of The National Curriculum and Schemes of Work in Literacy and Numeracy.	E	X	X
10.	Experience of working with or caring for children of relevant age	E	X	X
11.	How to support the development of social communication and literacy skills, promoting high standards of literacy, articulation and numeracy.	E	X	X

12.	How to support the development of independence.	E	X	X
13.	How to support phonics and reading development including use of cued articulation.	E	X	X
14.	Excellent written communication skills and a high level of ICT literacy.	E	X	X
15.	Knowledge of planning, evaluating and adjusting lesson plans as appropriate	E	X	X
16.	Knowledge of child protection/safeguarding procedures	E	X	X
SKILLS				
17.	Experience of supporting pupils with challenging behaviour	E	X	X
18.	Ability to relate well to children and be empathetic to the needs of others	E	X	X
19.	Ability to work as part of a team	E	X	X
20.	Ability to relate well to parents/carers	E	X	X
21.	Ability to supervise and assist pupils, either in a group or on a 1:1 basis	E	X	X
22.	Knowledge of classroom roles and responsibilities	E	X	X
23.	Knowledge of SEND strategies	E	X	X
24.	Good time management and organisational skills	E	X	X
25.	Knowledge of the concept of confidentiality	E	X	X
26.	Flexible attitude to work	E	X	X
27.	Good numeracy and literacy skills	E	X	X
28.	First Aid Certificate	D		X
29.	Is able to work as a member of a class team to support planned lessons.	E	X	X
30.	Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.	E	X	X
31.	Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.	E	X	X
32.	Can use ICT effectively to support learning and general administrative tasks.	E	X	X

33.	Can self-evaluate effectively to improve my own practice.	E	X	X
34.	Excellent interpersonal and communication skills	E	X	X
35.	Hold a UK driving license and, after training is provided, be willing to drive a minibus (desirable).	D	X	X
PERSONAL QUALITIES				
36.	Proven ability to listen to, understand and work effectively with all children, staff and parents/carers.	E	X	X
37.	Ability to work under pressure and to meet deadlines.	E	X	X
38.	The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice	E	X	X
PROFESSIONAL VALUES AND PRACTICE				
39.	Be positive and respond to situations in a calm, professional manner at all times.	E	X	X
40.	Be self-motivated, creative, robust and resilient.	E	X	X
41.	Carry out responsibilities while being flexible and adaptable.	E	X	X
42.	At all times model good relationships, attitudes and behaviour	E	X	X
43.	Understand and respect social, cultural, linguistic, religious and ethnic backgrounds	E	X	X
44.	Work collaboratively within a team using own initiative	E	X	X
45.	A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.	E	X	X
46.	Demonstrate a willingness and ability to improve own practices and to act on feedback.	E	X	X
47.	To have a positive attitude to personal development and training	E	X	X
48.	Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils.	E	X	X





Contact

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An Education Partnership Trust School