



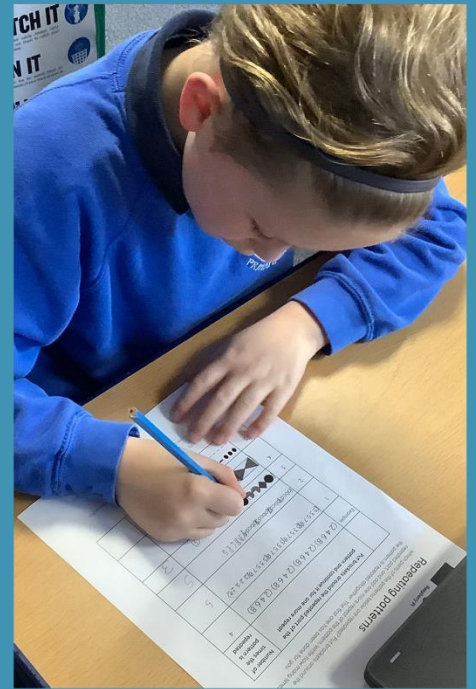
**The Pennine Trust**  
*Creating opportunity. Inspiring excellence. Shaping tomorrow.*



COLNE PARK HIGH SCHOOL

**TEACHING ASSISTANT LEVEL 3 (Temporary  
until 31<sup>st</sup> August 2024 dependent on funding)**

**CANDIDATE APPLICATION PACK**



## A message from the Headteacher



Colne Park High School is a happy and successful community where every student is recognised as an individual and where we all aim to be the best we can be. We believe that every child has talents and strengths and that they can experience success as they develop into young adults through the supportive and caring environment we provide. We are proud of the reputation Colne Park High School has earned within the local community for providing a nurturing ethos in which our children can thrive. We are driven by an unassuming yet unswerving determination that no child in our school will be left behind.

The School is first and foremost a place of learning where students feel safe and enjoy their educational journey. Learning is at the centre of everything we do both in and out of the classroom, and with so many opportunities at Park we feel your child will grow and flourish with the Park family.

At Colne Park High School we respect the traditional values of hard work, good manners, and self-discipline, whilst also preparing our students for their future lives in an ever-changing world. We benefit from a dedicated and well qualified staff who bring 21st century learning alive for each individual.

We pride ourselves on our family atmosphere, the fact that students feel safe and cared for and that, by surveying our pupils, we know that they continue to feel supported.

Cathy Eulert  
Headteacher

## Staff Benefits



Bike 2 Work  
Scheme



CPD  
Opportunities



Employee  
Assistance  
Programme



Local Discounts



Occupational  
Health Support

## **A message from the Chief Executive**



Thank you for your interest in this position at the Pennine Trust. As an employer, we value diversity and are striving to create a fully inclusive workplace. This is an essential aspect of the culture we are building, and the environment we want to create for all members of our community. We welcome applications from anyone who meets the essential criteria for the post, outlined in the person specification. In particular, we currently invite applications from people in groups currently underrepresented in the trust, including, but not limited to, people with disabilities and from non-white British backgrounds.

A key component of the recruitment process will be to provide confidence that you are a good 'fit' with our values. We are also looking for people who will add value to our organisation and support learning and growth across our community.

If, after reading all of the information relevant to this post, you have further questions, please direct these to Amanda Vickery, PA to Headteacher at the school on their e-mail address [avickery@parkhigh.penninetrust.org](mailto:avickery@parkhigh.penninetrust.org). Subsequently, if you believe you are a good fit for us, we very much look forward to receiving your application and, hopefully meeting you during the recruitment process.

John Tarbox  
Chief Executive Officer



# The Pennine Trust



The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018.

Our mission statement ***'creating opportunity, inspiring excellence, shaping tomorrow'*** encapsulates our approach and what we prioritise daily. We want to provide every child in our care with the best possible start in life and motivate them to fulfil their individual potential and make a full contribution to their communities and to society.

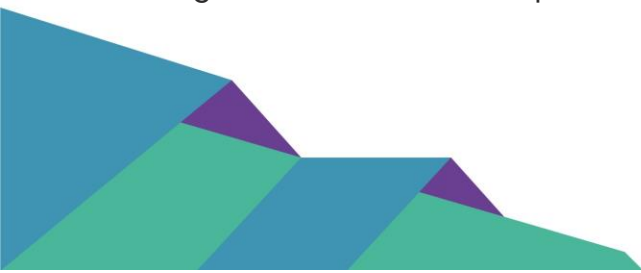
Our core values of ***ambition, respect*** and ***collaboration*** are fundamental to our approach and shape all our policies, systems and decisions. We believe building a strong culture is the most important ingredient for success. Everyone working in the trust should be committed to these values and aligned with them. This is essential for us to be a genuinely values-driven organisation.

There are three associated behaviours that follow from each value, which should be exemplified in our conduct and feature in our dialogue with young people with increasing automaticity and, most importantly, authenticity. This helps to build the best possible environment in which all members of our Trust communities can flourish.

Ambition	We are determined to achieve and believe everyone can succeed	Try our best and take pride in what we do
		Be curious and eager to learn
		Persevere and try to bounce back from setbacks
Respect	We are considerate of everyone and our environment	Be polite and use good manners
		Show consideration for the beliefs, rights and feelings of others
		Take responsibility for our own choices
Collaboration	We are a community who believe we achieve more by working together	Actively play our part
		Listen to other people's views
		Support each other to solve problems

This emphasises that our energies go into development of high-quality provision, both curricular and co-curricular, with the needs of the child central to that provision. Our goal is to equip every young person with the knowledge they will need to thrive in the future and to support development of their attributes and talents to their full potential.

Leaders across the Trust adopt an evidence-informed approach to developing all aspects of school provision and are committed to high quality professional development of staff, so that we have an exceptional curriculum and pedagogy in all our schools. High quality pastoral care and support aligned with diagnostic assessment of needs and targeted interventions, help to ensure appropriate provision for every individual.



## **Safeguarding Statement**

At the Pennine Trust, the welfare of children is paramount, and all schools are committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment.

All staff will be expected to take responsibility to safeguard and promote the welfare of children and young people. Staff are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions. Staff should work, and be seen to work, in an open and transparent way.

Attitudes towards promoting and safeguarding the welfare of children and young people will be scrutinised during the selection process for the post that you have applied for. If you are appointed to this post, information in relation to safeguarding and protecting children and young people will be provided at induction. This practical guidance for safe working practice will provide information about which behaviours constitute safe practice and which behaviours should be avoided.

All post holders are subject to an enhanced DBS check. Our policy and practice are in line with the current Department for Education's 'Keeping Children Safe in Education' statutory guidance.





COLNE PARK  
HIGH SCHOOL

## Advert for Teaching Assistant Level 3

<b>Salary Range:</b>	<b>Grade 6 (Pay Scale 11 - 19)</b>
<b>Contract Type:</b>	<b>28.83 hours per week</b>
<b>Contract Term:</b>	<b>Temporary until 31<sup>st</sup> August 2024</b>
<b>Start Date:</b>	<b>As soon as possible</b>
<b>Closing Date:</b>	<b>12pm noon on Thursday 7<sup>th</sup> March 2024</b>

Due to being awarded funding from the National Tutoring Programme, we are seeking to appoint an experienced and enthusiastic Teaching Assistant with an outstanding track record, to work in our Learning Support department until 31<sup>st</sup> August 2024 (dependent on funding).

### Why choose Park High School?

- Park High School is an ambitious, happy, and vibrant place to work with a family of supporting colleagues who are committed to promoting a warm and friendly atmosphere.
- A strong team of staff who work together with a common goal.
- Quality First teaching is at the core of everything we do.
- Every student is entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential and be the best they can be.

### The Pennine Trust

The Pennine Trust is a vibrant, cross phase multi academy trust which was jointly established by three primary schools and one secondary school in 2018. We are committed to high quality professional development and a strong commitment and approach to the development of people at all levels of the organisation. Working at the Pennine Trust offers:

- A strong culture driven by values
- A supportive Central Trust Team who believe that through strong collaboration, all children within our trust will have better outcomes
- High quality professional development opportunities
- A commitment to providing every child with the best possible start in life
- Exceptional curriculum and pedagogy in all our schools
- High quality pastoral care and support

The right candidate will be totally aligned with our values, embrace our behaviours and play a full part in fulfilling our mission: Creating Opportunity, Inspiring Excellence, Shaping Tomorrow.

## **Teaching Assistant Job Description**



The Teaching Assistant role is an important role in the school by assisting the SENDCO by ensuring that every student achieves their full potential through the provision of support and intervention and the creation of a positive, engaging and safe learning environment. The successful candidate will support students with barriers to learning, including working with students and their families and external agencies. It is essential that the person for this role is organised, confident in working with children, be able to multitask, work flexibly and has a 'can do' approach to work, as no two days are the same.

### **Support for Students:**

- To work collaboratively with the teacher in the planning, development, delivery and evaluation of the effectiveness of the curriculum for pupil(s) and to differentiate curriculum content according to the needs of pupil(s).
- To plan and implement specific programmes with individual pupils or groups appropriate to the developmental needs of individual children.
- To be fully involved in the planning and development, of independent social and interpersonal skills and to undertake activities to support the personal, social and emotional needs of pupil(s).
- To assist in the setting of pupil's individual targets and supporting the monitoring and review process by being a 'keyworker' to a small selection of students.
- To support pupils as part of a planned inclusion programme.
- To develop positive relationships with pupils and staff to assist pupil progress and attainment.
- To monitor and record pupil progress on a regular basis and to prepare reports as required.

### **Support for the Teacher**

- To monitor individual pupils' progress and to report on pupil needs, achievements and concerns.
- To assist in pupil supervision and the management of pupil behaviour.
- To provide ideas, resources and learning strategies for lessons.
- To liaise with parents, carers and outside agencies, where appropriate.
- To undertake arrangements for out of school learning activities.
- Administer tests and assist in the invigilation of exams.
- Assist in the supervision of children on trips/visits.

## **Whole School Support**

- Effectively undertake the role of form tutor within the house system, including mentoring.  
Delivery of Prep and PD sessions.
- To assist in providing a purposeful, orderly and supportive environment for learning.
- To support the promotion of positive relationships with parents, carers and outside agencies.
- To work within school policies and procedures.
- To attend staff training/meetings as appropriate.
- To take care for their own and other people's health and safety.

### **· Whole School Support continued ....**

- To be aware of the confidential nature of issues related to home/pupil/teacher/school work.
- Assist in the supervision, training and development of other members of staff.
- To undertake cover supervision for whole classes.
- A willingness to undertake First Aid Training to carry out first aid duties in school.
- Support for the Curriculum.
- To be familiar with the content of the school curriculum
- To assist in the delivery of appropriate programmes of work.
- To support the use of ICT in learning activities.

In addition, other duties at no higher level of responsibility may be interchanged with/added to this list as required.





## Person Specification

Selection Criteria	Essential	Desirable	Criteria measured**
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>GCSE or equivalent in English and Mathematics at Grade C or above</li> <li>NVQ level 3 or above qualification-appropriate to the post (or equivalent)</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Assistant qualification</li> </ul>	<p>C/A</p> <p>A/C</p>
<b>Knowledge &amp; Understanding</b>	<ul style="list-style-type: none"> <li>Ability to relate well to children</li> <li>Ability to work as part of a team</li> <li>Good communication skills</li> <li>Ability to relate well to parents/carers</li> <li>Ability to supervise and assist pupils</li> <li>Time management skills</li> <li>Organisational skills</li> <li>Ability to make effective use of ICT</li> <li>Ability to assess children's development</li> <li>Ability to plan and deliver work programmes</li> <li>Flexible attitude to work</li> <li>Knowledge and understanding of strategies improving numeracy skills</li> <li>Knowledge of classroom roles and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding of special educational needs</li> <li>First Aid Certificate</li> <li>Administrative skills</li> <li>Knowledge of the concept of confidentiality</li> <li>Sound subject specific knowledge of at least one subject area.</li> </ul>	<p>R/A/I</p> <p>R/A/I</p> <p>R/A/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>A/R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>R/I</p> <p>C/R/A</p>
<b>Skills &amp; Experience</b>	<ul style="list-style-type: none"> <li>Experience of working with or caring for children of relevant age</li> <li>Experience of working in a relevant classroom/service environment</li> <li>Experience of supporting pupils with challenging behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Experience of supporting students with SEN</li> <li>Experience of delivering literacy and / or numeracy interventions</li> <li>Experience of supporting students within a specific subject area.</li> </ul>	<p>A/R</p> <p>A/I/R</p> <p>A/I/R</p>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>Commitment to undertake in –service development</li> <li>Commitment to safeguarding and protecting the welfare of children and young people</li> </ul>		<p>A/I/R</p> <p>I/R/C</p>

\*\*Key:

A – Application, R – Reference, I – Interview, C – Certificates

## How to apply

If you share our core values and associated behaviours and meet the criteria for the role, please apply by following the process below.

Complete and return the application form, together with a letter of application, addressed to Mrs C Eulert (Headteacher). The letter should be no more than 2 sides of A4 in font Calibri (size 12).

In your letter of application please include:

### Teachers

- How your skills and experiences have prepared you for this post.
- Your philosophy on the role of the Teaching Assistant.
- How you would contribute to the wider life of the school.

**Closing date for applications is noon on Thursday 7<sup>th</sup> March 2024**

Please note we accept electronic applications at:

[teacherapplications@parkhigh.penninetrust.org](mailto:teacherapplications@parkhigh.penninetrust.org)

An automatic confirmation email will be sent once the application has arrived. Please be aware we cannot accept responsibility for mis-sent or late applications.

CVs will not be accepted. It is standard practice in the education sector to seek references for shortlisted candidates prior to interview.

*The Pennine Trust is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Criminal Records Bureau disclosure. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' Guidance'.*



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