



WE ARE ASTREA

**TEACHING ASSISTANT LEVEL 1
Cottenham Village College
Part of Astrea Academy Trust
Applicant Brief**





Thank you for your interest in this role within Astrea Academy Trust.

This is a hugely exciting time for our family of academies. The Trust has been recognised by the department for Education as being well placed to **raise standards** and **achieve excellence** for pupils in a growing number of academies.

We are an **inclusive**, all-through Trust that was established to tackle historic **educational disadvantage** and to play our part in the **social regeneration** of the areas in which we work and we are presented with a rare opportunity to make a real difference to the lives and **life chances** of so many primary and secondary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust currently has academies based across South Yorkshire and Cambridgeshire, including academies at various stages of development. As a Trust, we are clear about the importance of achieving **long term sustainability** for our academies. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of **'one Astrea'** across our academies.

Employees within Astrea belong to a community of professionals, and benefit from a wide range of networks and **development** opportunities across the Trust. The Trust provides a strong culture of **collaboration** and **support**, together with **high expectations** for staff and pupils alike.

Those we recruit can demonstrate that they **share our values**, are highly motivated to work with colleagues in and beyond their academy to **continuously develop** their skills and pursue **professional excellence**; are committed to providing the highest standards of teaching for all children and to ensuring each child, irrespective of socio-economic background, circumstance or ability, has **equity of access** to an educational experience that supports their **individual needs**.

If this is you, then we would be delighted to receive your application.



Benedick Ashmore-Short
Interim CEO



OPEN LETTER FROM HELEN CASSADY, COTTENHAM VILLAGE COLLEGE

Dear Candidate,

I am delighted that you are interested in applying for the post at Cottenham Village College (CVC). We joined Astrea on 1st June 2017 and we are proud of our staff, our pupils and of their achievements.

The Academy is located in Cottenham, a small village on the edge of the Fens. We have three main partner primary schools but recruit from up to 35 others. The area is broadly a mix of families who have worked in traditional occupations such as farming, and also families where adults commute to Cambridge or London for their place of work. The Centre School (<https://thecentreschool.net/index.php/en/>) shares a site with us.

We currently deliver a broad, rigorous education and we believe that pupils should leave school knowing a great deal and having had wonderful educational experiences.

We ensure that all of our colleagues access great CPD and we take seriously our responsibility to develop teachers to be the best that they can. Our CPD programme is subject-specific, regular, and focused on ensuring colleagues take advantage of the autonomy they are granted within the vision of the school. As part of the Astrea family of schools, we also benefit from their excellent CPD programme.

The Academy will have approximately 870 students on roll in September. In 2019, the school recorded its fifth successive year of excellent outcomes for our students. An example of this is that the Progress 8 score for 2019 was +0.34. Cottenham Village College is in the top 20% of schools nationally for academic attainment.

Cottenham Village College is a secondary school where we know every student as an individual and where the combination of excellent teaching, pastoral support and extensive facilities provide students with everything they need to reach their potential and become happy, successful and resilient adults.

A main line train service runs from nearby Waterbeach to London in an hour and Cambridge and the historic city of Ely are within close proximity.

Prospective candidates are warmly encourage visits prior to application. Please contact Sharon O'Mullane (email: headspa@astrecottenham.org) to arrange a suitable time.

Very best wishes,

Helen Cassady
PRINCIPAL AT COTTENHAM VILLAGE COLLEGE





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A STREA ACADEMY TRUST

We value all-round development of the individual, through arts, sports, leadership opportunities, enrichment and community. This is encapsulated in the skills, qualities and personalities we foster in our pupils.

The Astrea Academy Trust logo communicates the values collaboration, development and aspiration. The three figures are coming together in the shape of a tree, which represents growth, whilst the tallest figure Astrea reaches upwards, towards a star, which is above and beyond the highest branch of the tree.

Academies, staff and children within the Trust benefit from a strong ethos of support and collaboration across the Astrea family. Teachers within Astrea belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust.

Our approach is to ensure school improvement – including the successful improvements that have been achieved so far in many of our academies that have joined the Trust as sponsored academies.





A STREA ACADEMY TRUST VALUES

The work of Astrea Academy Trust is underpinned by five core Value Partners:

- Responsibility and Leadership;
- Enjoyment and Innovation;
- Aspiration and Development;
- Collaboration and Inclusion; and
- Honesty and Integrity.

Responsibility and Leadership

Individuals in the Astrea community are accountable for their own decisions and actions and are supported by strong leaders, while trailblazers are encouraged to develop skills and talents in others. The Trust has a strong commitment to developing and nurturing our own leaders. **#4equity**

Enjoyment and Innovation

We know that everyone learns best when they enjoy what they do and can follow their innate desire to achieve. Astrea pushes boundaries so that pioneering ideas are tried and tested so that our academies remain leaders in the advancement of teaching and learning methods. **#go4it**

Aspiration and Development

Every member of the Astrea community, from the youngest pupil to the oldest member of staff, is encouraged to cultivate opportunities to grow. We achieve excellence by being inspired to become the best we can be. The progress and well-being of pupils is our top priority, at the centre of every decision. **#AstreaStars**

Collaboration and Inclusion

Astrea honours and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive **#all4one**

Honesty and Integrity

We are honest and open. Astrea decisions and responses are grounded in time-honoured moral principles that remain constant in the face of challenges and change **#4good**



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AFEGUARDING & CHILD PROTECTION

POLICY

The Trust is committed to Safeguarding and Promoting the Welfare of all its pupils. Each pupil's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth or to view the world in a positive way, that their behaviour may be challenging and that they may struggle to engage with school life. We will always take a considered and sensitive approach in order that we can support all our pupils.

The Trust's Safeguarding and Child Protection Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred.

School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

Keeping Children Safe in Education (2019)

As such, it is the duty of all who work for the Trust to:

- Ensure that a safe environment is provided for all children and young people to learn;
- Ensure all staff are capable of identifying children and young people who are suffering or likely to suffer significant harm; and
- Ensure all staff are willing to take appropriate action with the aim of making sure they are kept safe both at home and in the education setting.

The Trust pays full regard to 'Keeping Children Safe in Education' guidance 2019.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.

Please visit <https://astreaacademytrust.org/about-us/statutory-documents/> for the full policy.



SAFER RECRUITMENT & PRE-EMPLOYMENT CHECKS

Astrea is committed to safeguarding children.

This means that all employees (on either a paid or voluntary basis) require an Enhanced DBS check and/or Barred List check.

For individuals applying for leadership and management positions a S128 check will also be required. For individuals who have previously lived abroad, overseas checks may also need to be taken prior to commencing employment.

New employees will not commence work until all relevant checks have been completed.

Standard Checks

All candidates invited to interview must bring the following documents:

- Documentary evidence of right to work in the UK;
- Documentary evidence of identity that will satisfy DBS requirements;
- Documentary proof of current name and address;
- Where appropriate any documentation evidencing change of name;
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post.

Please note that originals of the above are necessary, photocopies or certified copies **will not** be accepted.

Enhanced Checks

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced check.

- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and therefore all convictions, cautions and bind-overs, including those regarded as “spent” must be declared;
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings.
- If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues;
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children – this may only be answered ‘not applicable’ where your duties have not brought you into contact with children or young people.



Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK;
- Receipt of at least two satisfactory references (if these have not already been received);
- Verification of identity checks and qualifications;
- Satisfactory Enhanced DBS Check;
- Verification of professional status such as QTS Status, NPQH (where required);
- Satisfactory completion of a Health Assessment;
- Satisfactory completion of the probationary period (where relevant);
- Where the successful candidate has worked, or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

References & Verifications

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify experience or qualifications before interview.

Any relevant issues arising from references will be taken up at interview.



A PPLICATION PROCESS

Applications

Applications will only be accepted from candidates completing the Trust's Application Form.

Please complete **ALL** sections of the Application Form which are relevant to you as clearly and fully as possible. Your supporting statement should evidence your skills and experience against the requirements of the job description and person specification.

Please send your completed Application Form to our recruitment team:

headspa@astreacottenham.org

CVs will **not** be accepted in place of a completed Application Form.

Invite to Interview

After the closing date, short listing will be conducted by a Panel.

Candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided. If you do not hear from us within 14 days of the closing date of this position, unfortunately you have been unsuccessful on this occasion.

You will be selected for interview entirely on the contents of your application form, so please read the job description and person specification carefully before you complete your form.

In addition to candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and
- Attitudes to use of authority and maintaining discipline.



A SSESSMENT PROCESS

Applications will be assessed against the job description. Successful applicants will be invited to the selection process.

The interview process will comprise of two stages; candidates who successfully complete the first stage will be invited back to complete the final stage interview. Details of this will be communicated at the time. Candidates will need to be available to interview in September.

Whilst it is our preference to hold these interviews face-to-face, the on-going pandemic and current limited school openings, may lead us to decide to hold these remotely via Microsoft Teams. Should interviews progress on a face to face basis, each candidate will be required to undertake a personal risk assessment so that we can ensure all appropriate health and safety protocols are in place.

Should you have any questions regarding the interview process, please email:

headspa@astrecottenham.org



JOB DESCRIPTION

JOB TITLE	Teaching Assistant Level 1 in-class support
REPORTING TO	SENCO
SALARY RANGE	Grade 1, Points 2-3 (currently £17,711-18,065) paid pro-rata, fixed term for one academic year (1.9.2020-31.8.2021) for 27.5 hours per week
LOCATION	Cambridgeshire
TRAVEL	Local

Purpose

We are looking to appoint a Level 1 Teaching Assistant who will work with young people who require additional support and intervention due to their additional educational needs.

The successful candidate will primarily work in the classroom, supporting individual or small groups of students through positive approaches to behaviour and learning so that the progress of academic and wider outcomes can be accelerated.

Key Responsibilities

- Monitor and evaluate students' response to these learning activities through observation and recording achievement against pre-determined learning objectives. Provide feedback to teachers and students.
- Be responsible for keeping records and updating systems as required by the teacher. Undertake marking of students' work and recording achievement/progress.
- Promote positive values, attitudes to learning and good student behaviour in line with college policy.
- Liaise with parents, staff and outside agencies where necessary.
- Establish positive and productive working relationships with students and actively promote the inclusion of all students.
- Communicating with parents/carers regularly and acting as a point of contact.
- Provide individual or group support at key times such as before school, break/lunch times or after school where appropriate in line with contractual hours.

Health and Safety:

- To have due regard for health and safety in the workplace in accordance with the Health and Safety at Work Act (1974).
- To be familiar with, and adhere to, relevant parts of the school's Health and Safety Policy.
- Co-operate with health and safety requirements.
- Report all known defects.
- Use, but do not misuse anything provided for your health, safety and welfare.
- Do not undertake unsafe acts.
- Inform the head of establishment of any 'near-misses'.
- Be familiar with the emergency action plans for fire, first aid and security issues.
- Undertake specific designated duties regarding emergency evacuation.
- Raise health and safety and environmental issues with students.

Child Protection:

Cottenham Village College is committed to safeguarding and promoting the health, safety and welfare of children, young people and vulnerable adults. Staff and volunteers are expected to share this commitment for whom they are responsible or with whom they come into contact in the course of their duties. All successful candidates will be subject to Criminal Records Bureau checks along with other relevant employment checks.



Standards and Quality Assurance:

- Support and contribute to the aims and ethos of the school as identified in the staff handbook.
- Promote and model good relationships with students, colleagues, parents and visitors.
- To maintain an effective working relationship with all members of staff.
- Set a good example in terms of dress, punctuality and attendance.
- Participate in any necessary training and attend staff meetings where relevant.
- Participate in the College's staff appraisal process and take a lead in own professional development.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection.
- Any other responsibilities not listed above as reasonably requested by the Principal.

NOTES:

1. *The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.*
2. *This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.*
3. *This job description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal.*
4. *This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.*
5. *This job description should be seen as enabling rather than restrictive and will be subject to regular review.*
6. *Given the evolving needs of the College, flexibility among staff is very important.*
7. *All staff at the College are expected to comply with any reasonable request from a leader to undertake work of a similar level and/or type that it is not specified in this job description.*



PERSON SPECIFICATION ~ TEACHING ASSISTANT

This part will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect. Please note this person specification has been written in accordance with the Professional Standards for Teaching Assistants, as endorsed by UNISON, NAHT, NET, MITA and RTSA.

CRITERIA	QUALITIES	ESSENTIAL	DESIRABLE
Education and Training	Good level of education	✓	
	GCSE English and Maths Grade C (or equivalent)	✓	
	Specialism in Humanities or Art/Design Technology		✓
	Additional qualifications at Level 3 or higher		✓
Personal and Professional Qualities	Able to demonstrate sound understanding of safeguarding in accordance with statutory guidance and school policies and practice	✓	
	Able to maintain complete confidentiality and discretion at all times, combined with a calm personality and sound judgement	✓	
	Evidence of a good attendance and punctuality record	✓	
	Able to prioritise tasks and act on own initiative	✓	
	Appropriate IT skills to support learning	✓	
Knowledge and Understanding	Proactive in accessing opportunities to acquire appropriate skills, qualifications and/or experience required for the role, with support from the Trust	✓	
	Able to demonstrate expertise and skills in understanding the needs of all students, including specialist expertise as appropriate	✓	
	Able to demonstrate how to contribute effectively to the adaptation and delivery of support to meet individual needs	✓	
	Experience of working in a classroom / educational setting		✓



	Understanding of child development and the learning process		✓
	Able to demonstrate a level of subject / curriculum / specialist knowledge relevant to the role and apply this effectively to support teachers and students	✓	
	Able to self-evaluate learning needs and actively seek learning opportunities to improve own practice and knowledge	✓	
Teaching and Learning	Able to identify and work towards specific goals with children and young people, motivate and encourage them to develop to their full potential	✓	
	Able to adopt and demonstrate relevant approaches or strategies which supports the work of the teacher and which, as a result, increases the achievement of all students including, where appropriate, those with specific educational needs and disabilities	✓	
	Able to promote, support and facilitate inclusion by encouraging all students in learning and extra-curricular activities	✓	
	Be able to contribute to the effective assessment and planning by supporting the monitoring, recording and reporting of student performance and progress as appropriate to the level of the role	✓	
Working with Others	Effective communication and interpersonal skills	✓	
	Able to communicate knowledge and understanding of students to other school staff and education, health and care professionals, so that informed decision-making can take place on intervention and planning	✓	
	Able to work as part of a team	✓	
	Able to work in a calm, efficient and safe manner	✓	



	Commitment to getting the best outcomes for students and promoting the ethos and values of the school	✓	
	Commitment to equal opportunities and securing good outcomes for students with SEN or a disability	✓	
	Commitment to maintaining confidentiality at all times	✓	
	Act as a role model in setting professional standards in all aspects of the role	✓	