



**ST. GEORGE'S**  
CE First School and Nursery

Grade 2 TEACHING Assistant  
(Fixed Term)  
RECRUITMENT  
INFORMATION PACK  
January 2025



**Creating ambition and inspiring success .**



Endeavour Schools Trust  
The Bungalow  
The Vaynor First School  
Tennyson Road  
Redditch B97 5BL  
Tel: 01527 402031  
[office@endeavourschools.org](mailto:office@endeavourschools.org)

Dear Candidate,

Firstly, thank you for considering joining the team at Endeavour Schools Trust.

Our Multi Academy Trust was established in 2013 and is rooted in the principles of school to school working, high quality professional development for staff and in “going further and being better than we have ever been before,” so that all members of our Trust community are truly “inspired to excel.”

I joined Endeavour Schools Trust (formerly Redditch West School Trust) in October 2016 having made a very conscious decision that it was an organisation I would be proud to work for. This is because I passionately believe in the core value of the Trust encapsulated in the words of Helen Keller “Alone we can do so little: together we can do so much.” Collaboration, learning together, aspiration and retaining the unique character of each school within our Trust underpin our values and these resonate with our leaders, governors and staff so that Endeavour Schools Trust is a forward thinking, vibrant place to be.

Fundamentally, we are all driven by the same sense of purpose –to provide our children with the very best opportunities for them to thrive and achieve.

I do hope you find this pack informative and I look forward to hearing from the Head Teacher of the Academy about your application. You will be joining a family that can offer you many opportunities to progress and make a difference to our communities.

Yours sincerely

N J Wright (Mrs)

Executive Head Teacher/CEO



Dear Candidate,

Thank you for your interest in the Grade 2 Teaching Assistant (Fixed Term) vacancy and for taking the time to read this letter.

St. George's is a one form entry, first school in the centre of Redditch. We serve a vibrant and richly diverse community, and 19 different languages are spoken by our pupils. This makes working in our school very rewarding and interesting.

Our children are amazing, and it is an absolute privilege to work with them - they are eager to learn, well behaved, friendly and enthusiastic! Our parents and carers are friendly and extremely appreciative of the work we do in school too. As a community, we are deeply committed to the success and achievement of EVERY child.

We welcome applications from positive individuals with a sense of humour, who are not only passionate about teaching but also possess the empathy, creativity and resilience necessary to support children with additional needs.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to an enhanced DBS check and online checks. Any offer of employment is subject to the receipt of 2 satisfactory references.

Visits are warmly welcomed. Please contact the school office to make an appointment.

**Safeguarding Statement**

St George's C E First, Redditch is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

Thank you very much for your interest in our vacancy and for taking the time to read this letter.

Claire Martin  
Headteacher

## **ENDEAVOUR SCHOOLS TRUST**

All staff across the Trust enjoy the support and challenge offered through cross school working. Colleagues regularly visit and work with their counterparts in other schools and seek out innovative ideas that are making a difference within other areas of the Trust. The numbers of schools in our Trust offers opportunities for career progression for our staff, whilst still remaining small enough for each member of staff to remain a valued individual personally known by our CEO.

### **STAFFING at St George's First School and Nursery**

Number of Teachers - 11

Number of Teaching Assistants - 15

Other Support Staff – 10

### **STAFF IN OUR TRUST**

Number of Teachers - 47

Number of Teaching Assistants - 46

Other Support Staff - 46

### **ACCOMODATION AND RESOURCES**

The Trust is well resourced and is continually using its healthy finances to develop and improve the school accommodation and resources.

### **PUPILS**

We are most fortunate in the skills, talents and qualities our children possess. Their responsive nature, and willingness to learn and succeed, provide an inspiring teaching and learning environment. The support that classroom staff, and the children receive from our specialist support staff is second to none, with several of our schools achieving national recognition for their innovative strategies to support pupils and families who have found accessing school more challenging. (AfA Lead School Status and Quality Mark)

## JOB DESCRIPTION

Job Title	Grade 2 Teaching Assistant	School/Trust	St George's First School & Nursery
Pay Band	SCP 5 - 6	Responsible To	Deputy Headteacher / SENCo
Salary	FTE Annual Salary £24,790-£25,183	Responsible For	Not applicable
<b>Trust/School Values and Mission</b>			
<p>Our ambition for the Trust is to “go further and be better than we have ever been before” - our Trust vision statement “<b>Inspired to Excel</b>” encapsulates this. The aim which underpins this is our driver, which is “From good to great.”</p> <p style="text-align: center;">Our St Georges CE First School and Nursery Vision: <b>Wonderfully made, inspired to shape the world.</b></p> <p>Our vision is deeply rooted in Psalm 139:14: "I will praise you because I am fearfully and wonderfully made." This verse underpins our belief that every individual is unique; fearfully and wonderfully made in God's image, possessing talents and aspirations that we will nurture at St. George's.</p> <p>We aspire for our children to leave school with a strong sense of self-belief, identity and community that extends beyond our gates. We believe in empowering them to make positive contributions to their communities and the wider world.</p>			
<b>Main Purpose of the Post</b>			
<ul style="list-style-type: none"> <li>To support the classroom teacher with their responsibility for the development and education of children including those with special physical, emotional and educational needs by utilising detailed knowledge and specialist skills.</li> </ul>			

- To work under the guidance of teaching/senior staff, to implement agreed work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the management/preparation of resources.
- To deliver intervention programmes to individuals and groups of pupils across the school and to report progress to class teachers and Deputy Head.

### Specific Responsibilities and Tasks

Outline of responsibilities and tasks:

Under the direction and control of the classroom teacher or designated supervisor:

- Supervise the activities of individuals or groups of children to ensure their safety and facilitate their physical and emotional development.
- Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.
- To monitor pupils' problems, progress, achievements and condition and report these to the class teacher/designated supervisor as appropriate.
- Actively engage in the pre-determined educational activities and work programmes and to assist in personal and individual development of individuals or groups of pupils.
- To support the teacher within the classroom where appropriate for the welfare and progress of the pupils.
- To lead interventions under the direction of the class teacher and SENCo.

#### **Support pupils by:**

- Using specialist (curricular/learning/behavioural management) skills/training/ experience to support pupils.
- Establishing productive working relationships with pupils, acting as a role model and setting high expectations.
- Promoting the inclusion and acceptance of all pupils within the classroom.
- Supporting pupils consistently whilst recognising and responding to their individual needs.
- Encouraging pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promoting independence and employ strategies to recognise and reward achievement of self-reliance.
- Providing feedback to pupils in relation to progress and achievement.
- Utilising skills to lead pupils when delivering intervention programmes.
- To assist at an appropriate level with the provision of general care and welfare of children including:

- (i) assistance with the personal hygiene routine, e.g. toilet training, changing of incontinent children, dressing and undressing
  - (ii) the changing of soiled clothing including its disposal in the appropriate way
  - (iii) assisting with children's injuries and where qualified, administering basic first aid
  - (iv) (following consultation and agreement) to assist with the administering of medicines under the direction of the appropriate medical staff
  - (v) to assist with the identification and monitoring of children's general health and welfare.
- Hearing children read
  - Supporting children to be independent by helping them with tasks.

**Support the teacher by:**

- Working with the teacher to establish an appropriate learning environment.
- Working with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate.
- To carry out appropriate activities as planned within the classroom or with groups of pupils including administration of baseline tests.
- To display and present children's work.
  
- Monitoring and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Providing objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Being responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested.
- Undertaking marking of pupils' work and accurately record achievement/progress.
- Promoting positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Liaising sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.
- Administering and assessing routine tests and invigilate exams/tests.
- Providing general clerical/admin. support, e.g., administer coursework, produce worksheets for agreed activities, etc.
- To assist the teacher in liaising with parents and professionals such as speech therapists. Assisting with supervision of children within the school.
- Assisting pupils to access the normal routines of the classroom.

- Preparation or modification of the work for children under the direction of the class teacher and supporting carrying out this work.
- Assisting in the implementation of programmes designed by other professionals such as educational psychologists, and speech and language therapists.
- To contribute to meetings to discuss a specific child's progress.
- Assist with the provision of general care and welfare to pupils and to be mindful of the need to maintain a safe environment at all times.
- Promote pupil independence in learning and reinforcing the child(ren)'s self-esteem through praise and encouragement.
- Under direction, plan, deliver and assess interventions for pupils and report on progress and outcomes

**Support the curriculum by:**

- Implementing agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- Implementing local and national learning strategies, e.g., Literacy, Numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Helping pupils to access learning activities through specialist support.
- Determining the need for, prepare and maintain general and specialist equipment and resources.
- To assist with the support of group activities within and away from the classroom, i.e., P.E., swimming, educational visits.

**Support the school by:**

- Being aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos/work/aims of the school.
- Establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attending and participate in regular meetings.
- Participating in training and other learning activities as required.
- Recognising own strengths and areas of expertise and use these to advise and support others.



- Providing appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertaking planned supervision of pupils' out of school learning activities.
- Supervising pupils on visits, trips and out of school activities as required.
- Adhering to and maintaining school routine and codes of conduct.
- Supporting the ethos of the school.
- To ensure that pupils are able to safely use equipment and materials provided and be aware of the range of resources available
- General supervision, counselling and discipline of children, within the procedures of the school and/or service.

**Other Duties and Responsibilities:**

- To maintain personal and professional development to meet the changing demands of the job and participate in meetings and other appropriate training activities.
- To undertake such other duties, training and/or hours of work as may be reasonably required and which are consistent with the general level of responsibility of this job.
- To undertake health and safety duties commensurate with the post.

## TEACHING ASSISTANT LEVEL 2

### PERSON SPECIFICATION

	Essential	Desirable	For Interview Panel Use Only	
			Where evidence to be sought	Score 1 for evidence met
<b>Professional Qualifications</b>	<ul style="list-style-type: none"> <li>• NVQ 2 for Teaching assistants or equivalent qualification or experience.</li> <li>• Level 2 (or equivalent) English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Training or experience in working with pupils with emotional and social difficulties</li> <li>• Training or extensive experience in dealing with pupils with behavioural difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Application form</li> <li>• Original documents at interview</li> </ul>	Essential Score =  Desirable Score =

<p><b>Experience, Skills, Abilities and Competencies</b></p>	<p><b><i>The candidate <u>MUST</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i></b></p> <ul style="list-style-type: none"> <li>• Experience of working with children of relevant age.</li> <li>• Practical experience of working with vulnerable pupils.</li> <li>• Strong and wide-ranging behaviour management skills.</li> <li>• Extensive knowledge and understanding of safeguarding children.</li> <li>• Working knowledge of National/Foundation Stage curriculum.</li> <li>• Strong understanding of child development and the learning process.</li> <li>• Ability to assess and plan alongside the teacher and use this to inform ‘next steps’ in learning.</li> <li>• The ability to support and engage children in their learning through creative opportunities</li> <li>• Ability to develop a knowledge of assessment alongside the teacher and to use this to inform evaluations and suggestions for ‘where next’ for the child.</li> </ul>	<p><b><i>The candidate <u>MAY</u> be able to demonstrate that they have the experience and/or ability to deliver the following:</i></b></p> <ul style="list-style-type: none"> <li>• Experience of the EYFS curriculum.</li> <li>• Team Teach Training</li> <li>• Knowledge and understanding of a range of frameworks that support the education, development and wellbeing of children.</li> <li>• Works collaboratively and supportively within teams and communities.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• Lesson observation</li> </ul>	<p>Essential Score =</p> <p>Desirable Score =</p>
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	<ul style="list-style-type: none"> <li>• Appropriate IT skills to support learning.</li> <li>• Ability and willingness to use the IT offered in the school e.g., SIMS, Office 365.</li> <li>• Builds effective and professional working relationships.</li> <li>• Is committed to own professional development.</li> <li>• Able to work with minimum supervision but recognises when needs to; and asks for help.</li> </ul>			
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Committed to own professional development.</li> <li>• Creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils.</li> <li>• Demonstrates the school's aims and values.</li> <li>• Good interpersonal skills.</li> <li>• Empathy with children and adults.</li> <li>• Exemplary attendance.</li> <li>• Comprehends and is committed to Equal Opportunities.</li> </ul>	•	•	Essential Score = Desirable Score =
<b>Other</b>	Willingness to undertake a full DBS Check	•	•	Essential Score = Desirable Score =

## **CONTINUITY OF SERVICE (please see below an extract from the Trust's pay policy)**

**19.1** For purposes of establishing statutory employment rights, e.g. relating to probationary period or dismissal, the date of continuous employment will be the start date with the Trust. Where a member of staff takes additional roles/contracts with the Trust, the start date of these contracts will apply as the date of continuous service for establishing statutory employment rights.

**19.2** Previous unbroken continuous service with an organisation covered by the Redundancy Payments (Local Government) (Modification) Orders (as amended) (which covers local authorities and related bodies) will be included in calculating redundancy entitlements. For the purpose of Annual Leave, Occupational Sickness Scheme and Occupational Maternity Pay Scheme, the date of continuous employment will be the start date with the Trust.

## **SALARY –**

TA2 Full time salary £24,790-£25,183

Actual Salary based on 27.92hrs including TEDs: £16,430-£16,691

## **WORKING DAYS –**

The working days on commencement will be **Monday to Friday and Times: 8.35am – 12.00pm and 1:00pm to 3:10pm**. These arrangements may change, and you will be advised of any changes. You should note that there is no guarantee that you will be able to work the same day or days or periods throughout the contract however this will be discussed with you at the time.

## **START DATE**

The closing date for the position will be **Monday 10<sup>th</sup> February 2025**. and we are looking to recruit the new candidate as soon as possible. Please note this is subject to pre-employment clearances including a satisfactory enhanced DBS having been completed.

## **CONTRACT**

This post is fixed term and will end 31<sup>st</sup> August 2025.

**To cover a temporary reduction in hours of a substantive postholder:** This is a fixed term contract to cover a temporary reduction in hours of the permanent postholder and will end on the date shown above. The contract may be terminated at an earlier date, with due notice, if the reduction in hours of the permanent postholder ceases.

## **MAKING AN APPLICATION**

Applicants should complete the Trust's application form, which includes the names and telephone numbers of two referees. These documents should reach [senioradmin@sgf.endeavourschools.org](mailto:senioradmin@sgf.endeavourschools.org) by no later than **9am on Monday 10<sup>th</sup> February 2025**. Late applications and applications not on the Trust's application form will not be accepted. There will be an opportunity for short listed applicants to review the school (subject to COVID-19 restrictions).

Applications can be posted or delivered in person to School office at St George's First School and Nursery, Stevenson Avenue, St George's, Redditch B98 8LU.

Applicants should consider whilst completing their application form that the details they provide will be used for shortlisting. You should therefore ensure that you have given examples of your experience and knowledge that demonstrate your ability to undertake the requirements of the job description and, in particular, at least all attributes in the essential column of the person specification. This information will help the Trust to ensure that equality of opportunity is extended to all applicants.

## **REFERENCES**

References given in respect of posts in education are exempt from GDPR and are requested in confidence. Applicants should be aware that as such, no references will be shared with applicants however, these references will be used to verify information from your application and any anomalies followed up at interview.

## **INTERVIEW ARRANGEMENTS**

All applications will be reviewed on receipt and shortlisted candidates will be notified **w.c. 10th February 2025**. Interviews will take commence from **w.c. 10th February 2025**. Please note, we reserve the right to interview prior to this date should it be suitable for all parties. Due to the high volume of applications that the Trust receives only shortlisted candidates will be contacted. If we do not shortlist you, we wish you every success in the future.

## **RECRUITMENT MONITORING**

Within the application form is a link to an online form where the Central Team of Endeavour Schools Trust collate information for recruitment monitoring including ethnicity, age, disability and the advertising medium that you became aware of the post you are applying for. This information will be collected by the Central Team for reporting to the Trust Board annually and then destroyed. No member of the interview panel will be aware of any information that you give in this form. Whilst completion of this form is voluntary, we would urge you to complete this to be able to truly report information to the Trust Board without bias.

## **RETENTION OF APPLICATION INFORMATION**

Any information that you supply as part of your application and any documents that are created by the School as part of the recruitment process may be kept in hard copy and electronically for 6 months from the date of interview. All records for unsuccessful applicants will be destroyed after that time.

## **POLICY STATEMENT ON RECRUITING APPLICANTS WITH CRIMINAL CONVICTIONS**

The post you are applying for is 'exempt' from the Rehabilitation of Offenders Act 1974 and therefore applicants shortlisted for interview will be required to declare any convictions, cautions, reprimands and final warnings that are not "protected" (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For further information on filtering please refer to Nacro [guidance](#) and DBS [website](#).

We recognise the contribution that former or ex-offenders can make as employees and volunteers and welcome applications from them. A person's criminal record will not, in itself, debar that person from being appointed to this post. Any information given will be treated in the strictest confidence. Suitable applicants will not be refused posts because of offences which are not relevant to the role and which do not make them a risk in the role for which they are applying



We are committed to the safeguarding and promotion of the welfare of children. In this light, we would like to draw the following matters to your attention:

1. All appointments are made subject to:

- A) An enhanced DBS disclosure;
- B) Checks of professional status (EWC; QTS etc.)
- C) Confirmation of professional qualifications
- D) Receipt of strong references (if not already received by the time of interview); and
- E) Medical clearance

2. We only accept applications completed on the application form you have received along with this statement. Please do not send CVs or open testimonials/references.

3. Please ensure that the application form is completed in full. In particular, you must ensure that a full work history is provided and that any gaps in your employment are fully explained.

4. The Referees cited in your application form must include your employer from the last occasion in which you worked with children. If your last employment was in a school, we would expect a reference from the Headteacher and/or Deputy/Assistant Headteacher.

5. When seeking references, we will request information about your suitability to work with children.

6. If you are shortlisted, any anomalies in your application will be discussed with you at interview.

***We encourage you to pay close attention to these matters so that your application is not excluded unnecessarily.***