

Post 16 Teaching Assistant

Information for Applicants



Birchwood
Community High School



Birchwood
College

Letter from the Headteacher



Dear Applicant,

This is a truly exciting opportunity for someone who is looking to be part of our Inclusion Team, and who is ready for the responsibility of such an important part of our college journey. BCHS and BC are an amazing school and an amazing college, with a unique sense of spirit and community – they are warm and welcoming, people-focused, and totally dedicated to the community that we serve.

Our staff are passionate about education and believe that all young people should be inspired to be the very best that they can be. Our vision and values articulate the things that we know are important and encapsulate the school's spirit: we are a team. The staff know this, our parents/carers know this and, most importantly, our students know this.

We pride ourselves on the ethos of our school being underpinned by the strongest foundations of discipline, respect, tolerance, and compassion – we ensure our students are equipped with a strong moral compass. We offer a very strong extra-curricular programme with every member of teaching staff offering a provision, it is an aspect of our school community that we are very proud of, and rightly so.

Our college is currently undergoing a lot of change including us preparing for the delivery of T-Levels for the first time in September 2022. This role will play a key part in our ongoing transformation.

It is essential that we appoint the right person to this role, and it is important that their values and views align with what we are trying to achieve as well as our philosophy on staff wellbeing and development. I would recommend that you read my personal blog (<https://leadership-life.co.uk>), our school blog (<https://www.birchwoodhigh.org/nexilis/>) to really give you a more comprehensive insight into how these views and values translate into our day to day processes and habits.

We know that our students are excellent people, and they thrive in a culture of achievement and success; we have high expectations, encouraging them to be aspirational in their learning and to enjoy all aspects of school life. Academic and behaviour standards at BCHS and BC are good for all students irrespective of their starting point. However, we know that we are all capable of even more. We continue to strive to improve levels of student achievement and conduct to move towards being recognised as outstanding in all areas.

Please feel welcome to come and have a visit before applying, but be assured that whether you visit or not, it will not affect the short-listing process. If you would like to have a look round, please email my PA, Jane Calderbank (jcalderbank@birchwoodhigh.org) to arrange.

Thank you for considering our truly amazing school and college as the next chapter in your career, and hopefully I will be reading your application soon.

Yours sincerely,

Emma Mills
Headteacher



‘There is a ‘buzz’ of energy in classes, reflecting pupil’s positive attitudes to their learning.’



Birchwood
Community High School

Our Vision

Team Birchwood believe in the power of aspiration, knowledge and kindness. We know that we achieve our best when we work together.

Our Ethos

High aspirations, high expectations and high achievement rely upon a positive working environment based upon respect. For us, respect means consistent positive regard for everyone in our learning community. A strong moral purpose enables students in our school to grow into independent, responsible young adults who can access a happy and healthy future.

At Birchwood we strive to ensure that every lesson counts, for every child, every day. We expect teachers to deliver engaging lessons that ensure students acquire powerful knowledge and develop both essential and desirable skills. For this to happen, behaviour must enable every teacher to teach and every child to learn. We expect students to come ready each day to challenge themselves to be the very best they can be. We have a wide variety of extra-curricular activities to help children develop all their skills and talents and there are many opportunities to develop their leadership skills throughout their school life.

Our Mission

We are 100% committed to our students. We seek to sustain a community that is rooted in respect and the belief that every student can succeed. We endeavour to equip our young people with the qualities, qualifications and values that will enable them to lead fulfilling lives and become responsible citizens. We want the children in our care to leave us with high aspirations, secure knowledge and a kind heart.

We maintain high standards of ethics and behaviour; one of the ways this is by embracing the British Values: democracy; the rule of law; individual liberty and mutual respect; and tolerance of those with different faiths and beliefs.

Our Aims

We wish for our students to be:

- safe, happy and cared for in a secure and supportive environment.
- supported and challenged to do their best through excellent teaching, a broad and balanced curriculum and a wide variety of experiences.
- recognised, celebrated and rewarded for all their achievements that they develop confidence and independence.
- developed emotionally, intellectually and morally so that they are able to be successful in the rapidly changing, multicultural society in which we live.
- successful, whether through academic qualifications or a more vocational route, so they can move on to the next stage in their life.

School Profile

- The school became a Single Academy Trust on 1 July 2013.
- The school is of an average size with 904 currently on roll.
- The most recent OFSTED inspection (October 2018) judged the school to be Good in all areas.
- In September 2010, the school opened a sixth form, Birchwood College. Level 3 Applied outcomes and resit Level 2 English and maths outcomes are a strength of the school with some of the highest scores in the North West.
- The percentage of students on the Pupil Premium register is 31%, which is above the national average.
- The proportion of students with SEND (EHP) is in-line with the national average.
- Most students are of white British heritage.
- Students arrive at the school with outcomes broadly in line with national averages.

JOB DESCRIPTION

POST TITLE: Post 16 **TEACHING ASSISTANT** (LEVEL 3)
GRADE: **Grade 5 Point 8 – 14 £16,600 - £18,696**
35 hours per week term time plus 5 days

REPORTS TO: **SENCo**

MAIN PURPOSES

To have responsibility for providing students with appropriate support in Birchwood College. This will include:

- Devising transition packages to ease the transition to the College for targeted secondary school students. This would include working with the SENCo to identify students who would benefit from such a package, putting together a programme of visits to the College and in some cases working with the students in the secondary school setting during the summer term.
- Providing information, advice and guidance for targeted students moving from Key Stage 4 to Key Stage 5. This would include advising on subject choices, including the new T-Levels programme.
- Providing information, advice and guidance to students moving from Key Stage 5 to the next stage of their education or employment.
- Working with and supervising individuals and groups of students under the direction/instruction of teaching and/or senior staff, enabling access to learning for all.
- Supporting with in classroom management & behaviour as appropriate and directed to do so.

JOB PROFILE

SUPPORT FOR THE STUDENT

- Establish good working relationships with students, acting as a role model and setting high expectations.
- Provide consistent support to all students, responding appropriately to individual student needs.
- Devise and assist others with the development and implementation of Individual Education Plans and Student passports.
- Promote inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Promote self-esteem and independence, employing strategies to recognise and reward achievement within established school procedure.
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher and College leaders.
- Use specialist skills/training/experience to teach and support groups of students.

SUPPORT FOR THE TEACHER

- Establish and maintain an appropriate learning environment under the supervision of the teacher/College leaders.
- Contribute to lesson planning, evaluating, and adjusting lessons/work plans as appropriate.
- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined targets.
- Provide objective and accurate feedback and reports as required, to the teacher on students' achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records in agreed format with the teacher, contributing to reviews of systems/records as requested.
- Administer and assess routine tests and accurately record achievement/progress.
- Promote positive values attitudes and good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within role/responsibility and participate in feedback sessions/meetings with parents under teacher's/College leader supervision.

SUPPORT FOR THE CURRICULUM

- Support the delivery of agreed learning activities/learning programmes, adjusting activities according to students' individual needs.
- Support the delivery of literacy/numeracy programmes, effectively utilising all alternative learning opportunities to support extended development.

- Support the use of ICT in learning activities and ensure student competence and independence in its use.
- Assist students to access learning through specialist support e.g. curriculum/SEND specialism
- Determine the need for, prepare and maintain general and specialist equipment and resources.

SUPPORT FOR THE SCHOOL

- Cover whole classes in an emergency or agreed particular situation.
- Be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings as appropriate.
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others.
- Assist in the supervision, training and development of classroom support staff.
- Assist with the planning of opportunities for students to learn in out-of-school contexts, according to school policies and procedures and within working hours.
- Accompany teaching staff and students on visits, trips and out of school activities as required.

The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.

PERSON SPECIFICATION

DEPARTMENT/SCHOOL:

POST TITLE: TEACHING ASSISTANT (LEVEL 3)

GRADE:

E = ESSENTIAL

D = DESIRABLE

SKILLS

- | | | |
|--------------------------|--|----------|
| <input type="checkbox"/> | Ability to work effectively within a team environment, understanding classroom roles and responsibilities within Key Stage 5. | E |
| <input type="checkbox"/> | Ability to build and maintain effective working relationships with all students and colleagues. | E |
| <input type="checkbox"/> | Ability to promote a positive ethos and role model positive attributes. | E |
| <input type="checkbox"/> | Ability to work with students at all levels regardless of specific individual need and identify learning needs as appropriate. | E |
| <input type="checkbox"/> | Ability to adapt own approach in accordance with student needs. | E |
| <input type="checkbox"/> | Excellent personal numeracy and literacy skills | E |

KNOWLEDGE & UNDERSTANDING

- | | | |
|--------------------------|---|----------|
| <input type="checkbox"/> | Advanced understanding of national curriculum and other learning programmes (within specified age range) e.g., knowledge of post 16 T-Levels etc. | E |
| <input type="checkbox"/> | Understanding of principles of child development, pedagogy and Independent learning. | E |
| <input type="checkbox"/> | Working knowledge of relevant policies/codes of practice/legislation | D |
| <input type="checkbox"/> | Understanding of inclusion, especially within a school/College setting | E |
| <input type="checkbox"/> | Experience of resources preparation to support learning programmes | E |
| <input type="checkbox"/> | Effective use of ICT to support teaching and learning | E |

QUALIFICATIONS

- | | | |
|--------------------------|---|----------|
| <input type="checkbox"/> | Minimum 2 years' experience of working with students in an educational setting (within specified age range of Post 16). | E |
| <input type="checkbox"/> | NVQ III or equivalent in teaching assistance | D |
| <input type="checkbox"/> | Willingness to participate in relevant training and development opportunities | E |
| <input type="checkbox"/> | Training in special educational needs strategies | D |
| <input type="checkbox"/> | Willingness to undertake appointed person certificate in first aid administration | D |
| <input type="checkbox"/> | Specialist subject knowledge curriculum/resources in post 16 courses | D |

PROFESSIONAL VALUES AND PRACTICE

Must be able to demonstrate all of the following

High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.

Ability to build and maintain successful relationships with students, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners.

Demonstrate and promote the positive value, attitudes and behaviour they expect from the students with whom they work.

Ability to work collaboratively with colleagues, and carry out role effectively, knowing when to seek help and advice.

Able to liaise sensitively and effectively with parents and carers, recognising role in students' learning.

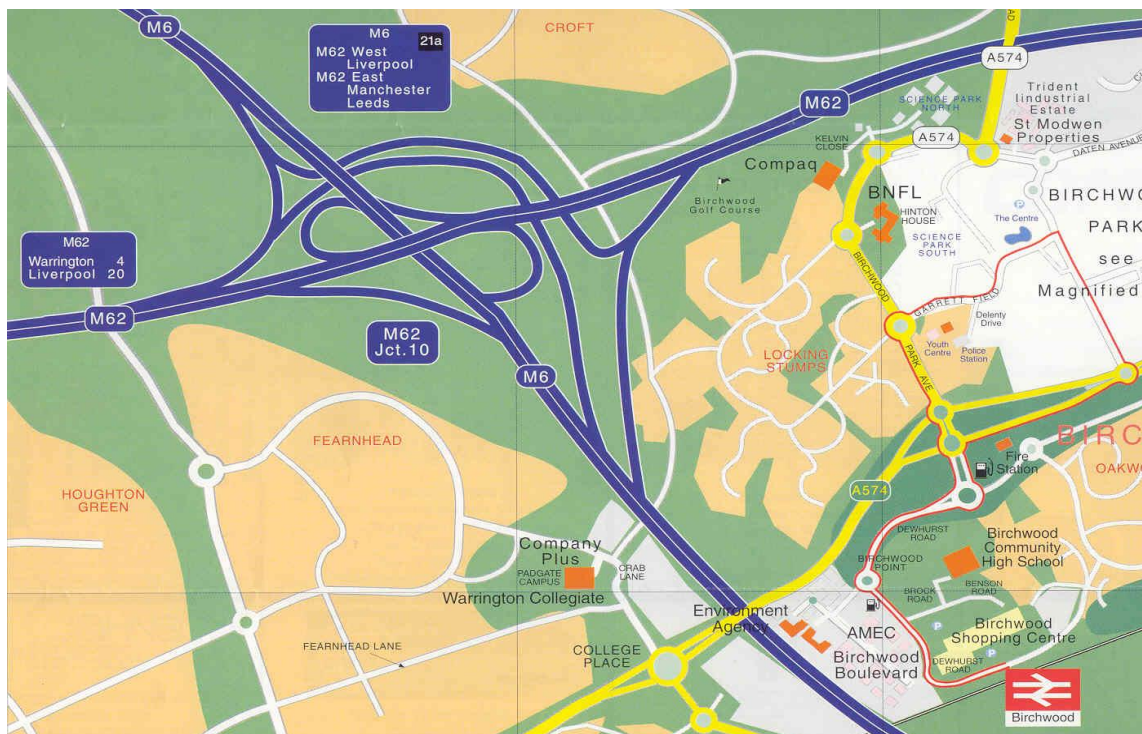
Able to improve their own practice through observations, evaluation and discussion with colleagues

Numeracy/literacy skills (at a level equivalent to NQF Level 2).	X	
Ability to relate well to children and adults.	X	
Safeguarding experience and knowledge.	X	
Clear communicator, both orally and written.	X	
The ability to work as part of a team and to lead staff.	X	
The ability to coordinate the planning, managing and evaluation of student interventions.	X	
Ability to use relevant technology e.g. SIMS, CPOMS	X	
Full working knowledge and understanding of barriers to learning, including emotional and mental health strategies.		X
Ability to plan effective actions for students at risk.	X	
Experience of working with outside agencies, for example Children's Services and the Police, effectively.		X
Full understanding of the range of support services/providers.	X	
<u>Personal Style and Behaviour</u>		
An absolute commitment to wanting the best for children and young people.	X	
Tact, discretion and diplomacy in all interpersonal relationships with the public, pupils and colleagues at work.	X	
Self-motivation and personal drive to complete tasks to the required timescales and quality standards.	X	
The flexibility to adapt to changing workload demands and new school challenges that may involve working beyond prescribed hours on occasion.	X	

A sense of humour when under pressure.	X	
The ability to act as a role model to students.	X	
Personal commitment to ensure that the provision of support is equally accessible and appropriate to meet the diverse needs of students.	X	
Personal commitment to continuous self and school development.	X	



**Directions to Birchwood Community High School,
Brock Road Birchwood Warrington WA3 7PT Tel: 01925 853500**



Directions from Manchester.

Exit M62 at junction 11.

Take A574 (Birchwood Way) as far as the 3rd roundabout.

Take first left (Oakwood Gate) to next the roundabout, following signs for Birchwood Centre & Station.

Exit to the right (Dewhurst Road) and follow the road round.

At small roundabout go straight on.

Take first left into Benson Road.

Take first left into Brock Road.

The school and library are the blue and white buildings to the left.

Directions from Chester.

Exit M6 at junction 21.

Take the B5210 (Woolston Grange Avenue), go straight through several roundabouts until the roundabout after the pink footbridge (College Place)

Turn right, joining the A574 (Birchwood Way). At next roundabout, turn right (Oakwood Gate).

Follow directions as from Manchester.

Directions from Warrington.

Take the A49 (Winwick Road) and follow to junction 9 of M62.

Exit M62 at junction 11.

Follow directions as from Manchester.

Directions from Birchwood Train Station

Exit the Station and cross the car park towards the Shopping Centre. Walk through the shopping centre and out the other side exiting into another car park (with McDonald's in it). Opposite the car park there are 4 tennis courts – pass with the tennis courts on your left. The school and library are the blue and white buildings ahead of you. This is a 5-minute walk.

VISITORS – PLEASE NOTE The Shopping centre car park opposite school operates an ANPR number plate recognition system maximum parking is strictly 3 hours
Pay and display is located near the train station

Birchwood Community Academy Trust

Brock Road

Birchwood

Warrington

Cheshire

WA3 7PT

01925 853500

www.birchwoodhigh.org



