

**St. John's Church of England
(Voluntary Aided)
Primary School**

Ofsted & SIAMS Outstanding



**Teaching Assistant
Information Pack
2024**





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Autumn Term 2024

Dear Applicant

Welcome, and thank you for your interest in a Teaching Assistant (TA) vacancy here at St John's where I have been Head Teacher since 2006. We are a friendly, diverse school with a visible Christian distinctiveness and our ethos is key to all we do and achieve; we welcome applicants and pupils from all or no faith. Our vision and values truly reflect where we are and the direction we want to take.

We are a two-form entry primary school with high aspirations for our staff and children. We value and invest in professional development and have successful bespoke in-house training and development for our staff. The school was graded Outstanding by Ofsted in all areas again in September 2021 and Excellent in SIAMS in May 2023 and we continue to develop and progress to be leaders in the education field, sharing our successes with other schools.

Our classrooms are well-resourced, our buildings maintained to a high standard and we enjoy spacious grounds.

I am privileged to work with a committed and supportive school community who all invest in our children's learning and development. We have excellent, stable teams of teaching and support staff, a prolific school association and an ambitious, committed governing body, all of which are embedded in school life.

This pack and our website provide a lot of information about us which will help you decide if this is the school for you.

This is a happy school where children are well-behaved, enthusiastic and excited by learning and I very much look forward to receiving your application.

Martina Martin
Head Teacher



Our vision, values and school rule

Our Vision

Our vision for the school is

that all may

love learn and flourish

Our Values

We try to live out these **values** in our everyday lives:

peace

compassion

joy & wonder

trust

generosity

Our single School Rule

We only have one **school rule** as we believe that if we follow this rule, we will always do the right thing. Our Golden Rule is to

love one another



About our school

You are encouraged to browse our website where you'll find a wealth of information about us and get a good feel for what we are about. We are all very proud of our school; here are a few highlights.

The original school was housed in an old cottage in 1834. The current Noah building was opened in 1954 when St. John's was a one-form entry school - until September 2016, when we started to expand to two-form entry. We are a popular, oversubscribed school of choice and have ensured that the cherished feeling of 'St. Johns-ness' has not declined while expanding, and that our ethos continues to flourish.

We named our wonderful new building the Ark building: it includes a splendid outdoor area for our reception children, an amazing hand-crafted ark on the stairwell and an upper floor Wheelhouse complete with a ship's wheel. The well-maintained older building is named Noah and is the location of our school hall and dedicated music studio.

Our grounds have a huge and much-valued playing field, two large playgrounds, and a peaceful Spiritual Garden for quiet play and reflection. We have our own 'Olive Branch Café', which is popular with carers and parents before and after school. There is a public park and woodland walk just a few metres away from school and we have links with a local wilderness garden.

As a Church of England Voluntary Aided Primary School, we work in partnership with St. John's Church which is right next door – we even have our own entrance gate in our grounds. The Revd. Lu Gale regularly leads our worship and is a full member of our Governing Body. We also work closely with the Southwark Diocese Board of Education and are proud to have been graded Excellent in all areas in our last Statutory Inspection of Anglican and Methodist Schools (SIAMS); we also achieved the Gold Quality Mark for RE in 2015 and again in 2019.

Our Governing Body is very much a part of the school and our governors reflect the skills and expertise needed to lead and support us, with all governors engaging in relevant training and development. Our governors are not only spotted in our school regularly but also support other schools' governing bodies. We have a good balance of external, parent and staff governors who reflect our school community and we are fortunate that our parent governor elections usually have several candidates. As a VA school, the Governing Body is the employer.

Our children participate in a wide variety of popular and successful clubs and groups, including music, chess and sports, much of which is provided internally; we have a Breakfast Club and after school provision; and, as part of our Staff Wellness programme, we have held weekly fitness classes for staff here at school plus access to join the local Trinity Sports Club at reduced rates.

The St. John's School Association (SJSA) is thriving, and contributes tremendously to school life financially and socially, with numerous successful events throughout the year.

Our most recent Ofsted Inspection in September 2021 resulted in us being graded Outstanding in all areas again. This was the result of a hardworking and dedicated school community, all of whom were thrilled and proud to be formally graded Outstanding. A few quotes:

- *Everyone at St John's is kind and respectful.*
- *Staff really care about and are extremely ambitious for their pupils.*
- *Pupils make excellent progress through the curriculum.*
- *Early reading is a strength of the school.*
- *Behaviour is exceptional.*

The full Ofsted report is on our website, so please do have a look (under 'About').



Our School Development Plan

Our School Development Plan is monitored and RAG rated by our committees, with a termly overview by the full Governing Body (FGB) who also have annual objectives.

Our distinctiveness

Our main success criteria is that our vision is clear and known by all our community. We are ensuring that the global and multicultural nature of Christianity as a world faith is celebrated and that our website presents a clear Christian message. We develop our children to be courageous advocates for local, national and global deprivation and provide our children with opportunities for their own spiritual development.

Our Governing Body Committees

Each autumn, committees suggest areas of development to the GB for ratification. In addition to the few examples of our current objectives below, our governing body is committed supporting staff and pupil wellbeing, achieving value for money and making decisions that enable staff and pupils to love, learn and flourish in our school.

These are some examples of past or present Governing Body objectives:

Policy & Finance Committee: to provide governors with a wide selection of training and development opportunities; and increase governor presence on the website and across the school community.

Personnel: to ensure we keep Equalities, Diversity and Inclusion to the forefront of all Personnel policies and procedures; and produce a Wellbeing Toolkit for staff.

Ethos: to ensure the distinctiveness and effectiveness of St John's as a church school is maintained and actively developed and that the Christian Vision and Values are lived out in all areas of school community life.

Premises: to ensure sustainability for the whole school site and to refurbish the demountable to the standard of the main building, prolonging its life.

Curriculum & Standards: to support and monitor progress of increased SEND knowledge and provision across the school.

There is a lot more information on our website for you to see.



Our welcoming Octagon Entrance



Advert

St. John's CofE (VA) Primary School
Spring Park Road
Shirley
Surrey
CR0 5EL

020 8654 2260

Teaching Assistant (TA)
Monday to Friday 8.30am to 3.15pm
Term time and INSET days
Grade 3 point 5 - 7 (£28,125 - £29,346 FTE) £22,152 to £22,793

We are a friendly, inclusive and successful school with a caring and positive ethos, professional staff development at the centre of our work and strong family values. We are looking for a TA who would like to help our children grow and evolve in a way that truly reflects our caring and supportive school.

This vacancy is an opportunity for a TA who would like to provide effective support to children of all abilities in a caring and developmental environment in our outstanding two form entry school in Shirley. There are good public transport links and free off site parking.

This role focuses mainly on providing 1:1 support to individual children who may have special educational needs or a disability (SEND) but the successful candidate will also need to be flexible and have the skills to provide excellent classroom practice and playground supervision across the school; and have the ability to build good relationships with individual and groups of children of all ages.

Our recruitment process is about finding the right person with the right experience and personality, someone who will be as excited as we are about supporting and developing our children.

Our new Teaching Assistant will have:

- NVQ Level 2 or equivalent qualification/experience
- Experience of working in primary school classes; with SEND children would be an advantage but not essential
- A caring and positive attitude towards all pupils
- High expectations of children and themselves
- Flexibility and commitment to going that extra mile to ensure pupils achieve their best
- Good communication, interpersonal and organisational skills
- The ability to plan and deliver appropriate interventions
- An understanding and support of the distinctiveness of church schools (you don't have to be Christian).
- The desire to work in a busy inclusive and successful school.

We offer the successful candidate:

- A welcoming, positive and caring environment with focus on our children and staff wellbeing
- A supportive, dedicated and diverse staff
- Well-maintained buildings in extensive grounds
- An ambitious, supportive and effective Governing Body
- A productive and helpful school association from our wider community who are all fully invested in the children's learning - and last but not least...
- Curious, engaged, enthusiastic and well-behaved pupils who thrive and achieve through our broad curriculum and activities.



We are looking for an experienced Teaching Assistant who is able to work 31 hours and 25 minutes a week, including a 30 minute break. The work pattern is 8.30am – 3.15pm Monday to Thursday, with an 8.20am start on Fridays to join the weekly staff meeting; however, working only Monday to Friday mornings or afternoons may be possible.

You are encouraged to browse our website and take a virtual tour of the school site. If you wish to discuss or ask anything about the role/hours before applying, please email your full name, phone number and the best time of day to contact you to recruitment@st-johns.croydon.sch.uk.

If working at our school appeals to you and you have the skills, experience and personality we're looking for, please complete the application form stating clearly if you are available to work the full hours or only mornings/afternoons. Please note that you are encouraged to **apply as soon as possible** as applications may be assessed on receipt and individual interviews and assessments arranged for before Christmas or early in the Spring term with a negotiated start date.

Our application form and applicant information pack, which contains the Job Description/Person Specification and application form guidance can be downloaded from the school website www.st-johns.croydon.sch.uk Application forms should be completed electronically and emailed to the address on the Application Form. CVs are not accepted. No agency enquiries please.

St. John's CofE Primary School is committed to safeguarding and promoting the welfare of children and to equality of opportunity. As this role involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974 – this means that you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The amendments to the Exceptions Order state that certain 'spent' convictions and cautions are 'protected' and are therefore not subject to disclosure to employers and cannot be taken into account. References for shortlisted candidates will be sought prior to interview and an Enhanced Disclosure via the DBS will be completed on the successful applicant. Photographic identification and certificates of all relevant qualifications will need to be provided at the interview stage.

In line with the UK General Data Protection Regulation (UKGDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) the school is responsible for holding and protecting personal data. The school is required to share some data with the Local Authority and the DFE. For further information on who we share data with please see our website for our Privacy Notices: <http://www.st-johns.croydon.sch.uk/>



ST JOHN'S CHURCH OF ENGLAND PRIMARY SCHOOL

Job Description

Job Title:	Teaching Assistant (Level 2)
Grade Range:	Grade 3 - Scp 5-7
Hours:	Monday to Friday Term time only plus INSET days
Location:	St John's Church of England Primary School
Reports to:	SENDCO
Responsible for:	Children with mixed abilities across the whole school – EYFS, KS1 and KS2
Job Purpose and Dimensions:	<p>Working across the school under the instruction/guidance of teaching and senior staff. To undertake support programmes to enable access to learning for pupils and to assist in the management of pupils and the classroom. This includes providing 1:1 support to individual children who may have special educational needs or a disability (SEND). Work may be carried out across the school site.</p> <p>To supervise a child/children during the lunchtime, indoors and outside.</p>
Commitment to Diversity:	<p>To take individual professional responsibility for championing the School's diversity agenda; and proactively implementing initiatives which secure equality of access and outcomes. To commit to continually developing a personal understanding of diversity.</p>
Key External Contacts:	<ul style="list-style-type: none">• Parents
Key Internal Contacts:	<ul style="list-style-type: none">▪ Children▪ Teachers▪ Inclusion Manager▪ Deputy Head▪ Head Teacher▪ Other Support Staff



Key Accountabilities and Result Areas:

Support for Pupils

This will include:

Core Duties

- Supervising and providing support for pupils of all ability, which will include children with special needs, ensuring their safety and access to learning activities.
- Setting challenging and demanding expectations of the children and promoting self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher.
- Promoting the inclusion and acceptance of all pupils.
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes, which may include intimate care.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Encouraging pupils to interact with others and engage in activities led by the teacher.

Support for the Teacher

This will include:

Core Duties

- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals.
- Assisting with the planning of learning activities.
- Monitoring pupils' responses to learning activities and accurately recording achievement/progress.
- Providing detailed regular feedback to teachers on pupils' achievement, progress, problems etc.
- Supervising outdoor and indoor lunchtime activities.
- Pro-actively promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Assisting with the display of pupils' work.
- Establishing constructive relationships with parents/carers.
- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.
- Providing admin support eg photocopying, typing, filing etc.



Support for the Curriculum

This will include:

Core Duties

- Undertaking structured and agreed learning activities and teaching programmes, adjusting activities according to individual and group pupil responses.
- Undertaking programmes linked to local and national learning strategies eg literacy, numeracy, early years recording achievement, phonics and progress; and providing feedback to the teacher.
- Supporting the use of ICT in learning activities, developing pupils' competence and independence in its use.
- Preparing, maintaining and using the equipment and resources required to meet the lesson plans and relevant learning activity; and assisting pupils in their use.

Support for the School

This will include:

Core Duties

- Participating in training, learning activities and performance development as required.
- Being aware of and complying with policies and procedures including relating to child protection, health, safety and security, confidentiality and data protection; and reporting all concerns to an appropriate person as soon as able to.
- Being aware of and supporting difference to ensure all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos, work and aims of the school.
- Appreciating and supporting other professionals.
- Attending and participating fully in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times eg before and after school and at lunchtime.
- Accompanying teaching staff and pupils on visits, trips and in/out of school activities as required, taking responsibility for a group under the supervision of the teacher.



Data Protection

Core Duties

Being aware of your and the School's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.

Confidentiality

Core Duties

To treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern.

Equalities

Core Duties

The School has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge and report racism, prejudice and discrimination.

Health and Safety

Core Duties

Every employee is responsible for their own Health & Safety as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

To contribute as an effective member of our School Team

Core Duties

Championing the professional integrity of the School at all times.

Participating in first aid training to the level required of the role.

Participating in training and development opportunities to be able to demonstrate competence in the role.

Actively sharing feedback on School policies and interventions.

Duties and responsibilities of the post may change over times as requirements and circumstances change. The person in the post may also be required to carry out such other duties consistent with the grade from time to time.



Person Specification

Teaching Assistant (Level 2/Grade 3)

Qualifications or Knowledge:

1. NVQ 2 for Teaching Assistants or equivalent qualifications or experience.
2. Understanding of relevant policies and codes of practice and an awareness of relevant legislation.
3. General understanding of curriculum and basic learning programmes or strategies. Training in relevant learning strategies eg literacy, phonics.
4. Basic understanding of child development and learning.

Skills and abilities:

5. Strong numeracy and literacy skills to be able to support children of all abilities effectively.
6. Competent use of ICT and other equipment and technology to support learning eg. PC, photocopier
7. Ability to relate well to children and adults, providing clear and concise information and instructions. To work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.
8. Participate in a variety of relevant training and development opportunities with the ability to self-evaluate own development needs and actively seek learning opportunities.

Experience:

9. Working with or caring for children aged 4-11.
10. Working with SEND children.

Other conditions:

11. Enhanced DBS check (organised by school prior to appointment and ongoing)
12. First aid training (provided by school).



Our recruitment process

Application

Please submit your application as soon as possible as we may shortlist for interview/assessment on receipt of applications.

Candidates should read the job description and person specification carefully and then download the application form from our website and complete it, following the guidance. CVs are not admissible and will not be read by the short-listing panel.

Please read the application guidance and ensure you set out clearly **how** you meet the criteria in the person specification, as these are the defined criteria the short-listing panel will use to assess each application. The overall quality of each application will also be assessed.

Applicants must ensure that the information provided on the application form is correct. By submitting the application form electronically you are assumed to be declaring this. Please note that if you provide false information or deliberately omit any relevant details your application will be withdrawn from the recruitment process. You will be asked to sign the form at interview if you are shortlisted.

Applications must be completed electronically and submitted by email to the address on the School's application form. Only those applications received by the specified closing date and time will be considered. Therefore, candidates must ensure that the school receives their completed applications **as soon as possible if we are shortlisting on receipt or by the closing deadline stated in the advert.**

Application Short-listing

Short-listed candidates will be contacted directly. Applicants not short-listed will be informed by email and once the recruitment process is completed, the data relating to unsuccessful applicants will be stored for a maximum of 6 months and then destroyed.

Shortlisted candidates

The process will include a formal panel interview and may also include meeting members of our School Council, reading to a group of children; and English and Maths assessment. References will be sought prior to interview.

Please note: All candidates are asked to bring original certificates of qualification relating to the post to interview, together with identification that confirms they have the right to live and work in the UK.

Outcome and feedback

The successful candidate will be made a verbal offer as soon as possible. Unsuccessful candidates will be informed as soon as possible and offered feedback.

Pre-employment Checks

All offers of employment are conditional upon receipt of satisfactory references, medical clearance, evidence of any essential qualifications and a Disclosure & Barring Service Check. As this role involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974 – this means that you are required to declare any convictions, cautions, reprimands and final warnings that are not 'protected' as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013). The amendments to the Exceptions Order state that certain 'spent' convictions and cautions are 'protected' and are therefore not subject to disclosure to employers and cannot be taken into account.

Verbal offers of employment will be confirmed in writing once all pre-employment checks have been carried out; that application form will be retained on the personnel file.