Hemingford Grey
SCHOOL

Hemingford Grey Primary School

Information for applicants

Together Everyone Achieves More

St Ives Road
Hemingford Grey
Huntingdon
Cambs PE28 9DU

Telephone: 01480 375040

Headteacher: Kirsten Marriott
Deputy Headteacher: Danielle Jones

Dear Applicant

Thank you for your interest in the vacancy advertised at our school. Please find attached our applicants' pack and accompanying information as well as an application form.

Please complete the form as well as providing us with an accompanying letter of no more than 2 sides of A4 paper telling us why you feel you would like to work here and what skills and levels of expertise you can offer us.

Please note that the salary for this post equates to Grade 3 Level 5

Visits to the school are currently not feasible but please contact Hayley Coulter on 01480 375040 to arrange a phone call with the Headteacher or Deputy should you wish to speak with them about the vacancy.

Our school demonstrates a commitment to safeguarding and promoting the welfare of children and young people by providing a safe working ethos through a range of rigorous policies and procedures and therefore the successful candidate will be required to complete a Disclosure and Barring check (DBS).
We expect all staff to share this commitment.

We look forward to receiving your application.

Kind regards

Kirsten Marriott (Headteacher)

Email: office@hemingfordgrey.cambs.sch.uk
Website: www.hemingfordgrey.cambs.sch.uk

About the Appointment

- The vacancy is for a Level 2 Teaching Assistant required on a fixed term basis.

- The salary scale is Grade 3 Level 5 Grade 3 Level 5 £10.01 per hour (£19,312 full time equivalent)

- The school admits from the villages of Hemingford Grey and Hemingford Abbots and there are presently 299 pupils on role.

- A Job Description is included in this pack.

- You are invited to submit an application form, together with a letter of application stating your experience and skills which will enable you to do this job.

- The closing date for applications to be received is Wednesday 9th December at 9:00am. Shortlisting will take place on this day. Please note, only successful candidates will be notified.

- Interviews will take place on Tuesday 15th December.

- ***Information about interviews will be notified after short listing has taken place. As part of the interview process candidates' suitability to work with children will be assessed and the successful candidate will be required to complete an enhanced DBS disclosure.***

- Visits to the school are currently not feasible but please contact Hayley Coulter on 01480 375040 to arrange a phone call with the Headteacher or Deputy should you wish to speak with them about the vacancy.

- Completed applications should be marked Private and Confidential and submitted to:

  Mrs Hayley Coulter
  Office Manager
  Hemingford Grey Primary School
  St Ives Road
  Hemingford Grey
  Cambridgeshire
  PE28 9DU

- Alternatively, you can email your pack to: office@hemingfordgrey.cambs.sch.uk

HEMINGFORD GREY PRIMARY SCHOOL
Job Description: Teaching Assistant Level 2

Responsible to: The Inclusion Manager
Job Purpose: Support the classroom teacher to facilitate the active participation of children in the academic and social activities of the school. Contribute to raising standards of achievement for all pupils.
Principal Accountabilities:

1. Support for children

- Help with the care and support for pupils, including attending to their emotional and/or physical care needs.
- Under the direction of the teacher, carry out pre-determined tasks to support pupil learning.
- Establish and maintain supportive relationships with individual pupils or small groups to ensure they understand and can achieve the tasks.
- Provide learning support as required for children with special needs, or where English is not their first language.
- Support inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Contribute to the maintenance of a safe and healthy environment.

2. Support for the curriculum:

- Support the development of the school allotments
- Under the direction of the teacher, support the school curriculum, including literacy and numeracy activities.
- Support the use of ICT in the curriculum.

3. Support for the Teacher

- Provide information to help the class teacher plan appropriate work programmes.
- Help to prepare the learning environment for use.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.

- Contribute to the management of pupil behaviour and take control of situations to allow the teacher to continue the lesson.

4. Support for the school

- Develop and maintain effective working relationships with other staff.
- Contribute to the maintenance of a safe and healthy environment.
- Support the development of the school's sustainable ethos through the development of the allotments.
- Attend and actively participate in relevant staff training and meetings.
- Provide support for school events, e.g. school plays, events.

This School/College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

This job description will be reviewed annually and may be amended according to changing requirements

Variation Clause:
1. This is a description of the job as it is constituted at the date shown. It is the practice of the school to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Head teacher in consultation with the post holder
2. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the school's management reserves the right to make changes to the job description following consultation
Flexibility Clause:
1. Other duties and responsibilities express and implied which arise from the nature and character of the post within the school mentioned above or in a comparable post in any of the School's other sections or departments.

Signature…….. Date……..

Dec 2020

Hemingford Grey SCHOOL

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Hemingford Grey Primary School
Short listing criteria for Teaching Assistant L2 post

Essential

- GCSE English and Maths
- Demonstrates attendance at training related to skills / knowledge of post.
- Demonstrates willingness to continue to learn and attend training
- No apparent safeguarding concerns
- Understanding of Safeguarding and Child protection protocols
- Demonstrate ability to be a team player and follow the school's professional code of conduct
- Good presentation skills on application form
- Experience of working with children either paid or unpaid in an education setting.
- Ability to communicate effectively with a range of people.
- Ability to organise the classroom activities e.g. preparing and setting out resources
- A commitment to deliver services within the framework of the school's equal opportunities policy
- Willingness to develop ability to support learning in small groups of pupils

Desirable

- Range of interests to help enrich the curriculum
- Understanding of basic first aid procedures
- Knowledge of ICT
- Willingness to support the school at extra-curricular events

The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

ABOUT THE SCHOOL

Hemingford Grey Primary School is a full primary school (Reception to Year 6) with a school roll of approximately 299. Our school is expanding and we have an extension which opened in September 2014. Over the next year the school will grow to 315. We admit children from the villages of Hemingford Grey and Hemingford Abbots. It is County policy to admit children during the academic year in which they are five years of age. Children are admitted to reception class in September (staggering the intake over two or three weeks). To help in this process, the school has established strong links with the children in their pre-school environment.

Our school is fully committed to providing high quality Continuing Professional Development opportunities to our staff in order to enable them to deliver creative learning opportunities

to children in the context of high expectations and standards. Our CPD programme regularly includes bespoke training delivered by national consultants as well as opportunities to visit other schools both within and outside of the county of Cambridgeshire.

Our school has a strong set of aims and values which set our climate and ethos. These are laid out in a separate document contained within this pack.

Equal Opportunities

Hemingford Grey School is committed to promoting equality and diversity, providing an inclusive and supportive environment for all. The School will:

- Ensure that people are treated solely on the basis of their abilities and potential, regardless of race, colour, nationality, ethnic origin, religious or political belief or affiliation, trade union membership, age, gender, gender reassignment, marital status, sexual orientation, disability, socio- economic background, working hours, or any other inappropriate distinction.

- Promote diversity and equality for students and staff and value the contributions made by individuals and groups of people from diverse cultural, ethnic, socio-economic and distinctive backgrounds.

- Promote and sustain an inclusive and supportive study and work environment which affirms the equal and fair treatment of individuals in fulfilling their potential and does not afford unfair privilege to any individual or group.

- Challenge inequality and less favourable treatment wherever practicable.

- Promote greater participation of under-represented groups of staff by encouraging positive action to address inequality.

- Promote an environment free of harassment and bullying on any grounds in relation to all pupils and staff.

School Rules

The school has rules to aid the smooth running and the safety of the children. We have 7 golden rules:

1. We are kind and helpful
2. We always try our best
3. We listen
4. We always think about how people feel

<u>Plus for Key stage 1:</u>

5. We say please and thank you
6. We tell the truth
7. We look after other people and things around us

For Key Stage 2:

5. We are polite
6. We are honest
7. We respect everybody and the environment around us

We exercise kind, but firm, discipline where respect for each other and basic courtesies are emphasised. Children learn the fundamental parameters of behaviour, which in turn lead to greater self discipline and maturing ability to use their judgement. Emphasis on praise and celebration of endeavour as well as success, assist in the establishment of a happy, learning environment for the children.

Bullying
A clear and consistent policy on bullying is in place and the staff and children are aware of its contents. Vigilance is constantly exercised and parents are encouraged to report any problems to ensure early action by the school.

Safety
Children are supervised by designated adults in all areas of the school from 9.00 am to the end of the school day. Our site manager makes regular checks of the buildings in line with County regulations. Fire drills and critical incident drills are regularly and efficiently carried out. Children assess the risks in a range of areas including independent working and offsite visits and are alerted to the potential hazards which surround them.

Pastoral Care
Pastoral care is provided primarily by the classroom teacher, who will discuss any concerns with parents by appointment.

Medical
The school accesses the services of the School Nurse Duty Desk .

Welfare
The Local Authority Attendance Officer will give advice on free school meals, uniform grants, employment of children by-laws and children in entertainment.

Relationships between the School and Home
We are keen to establish and maintain a successful home /school relationship for each of our children. Parents and visitors are welcomed to attend a wide range of events at school. Parent /teacher consultations are held twice per year in the autumn and spring with an open afternoon in the summer. These provide opportunities for parents to discuss their child's progress and view work.
The school benefits from many parent helpers who bring their skills and experience to enhance school life. We have a homework policy that has been generated by the pupils themselves and all children are expected to continue their learning outside of the school day.

Organisation of Classes
We currently run mixed year classes throughout the school apart from Foundation Stage. The school leadership team comprises: the Headteacher, Deputy Headteacher, Phase Leaders in FS, Yr 1/2, 3/4, 5/6 and Inclusion Manager.

Curriculum
The school curriculum complies with the legal requirements of the Education Reform Act 1986 and consists of Religious Education and the subjects of the National Curriculum. We have made significant changes to the design of our curriculum and we now deliver learning in a creative, cross curricular way which takes into account the many learning opportunities in our near and local environments. The impact of this hard work on pupil engagement, attitude and outcomes has been significant. Please see the attached key document outlining our approach to teaching and learning.

Special Needs
The school has a structured policy relating to the identification of Special Needs Education and all allocation of appropriate support.

Able Children
The school works towards allowing able children to follow programmes of study suited to their individual needs and abilities.

Extra Curricular Activities
Each term, a programme of after school and lunchtime clubs is offered. The school has many sporting facilities and plays football and netball matches with local schools. All children are encouraged to participate in sporting activities. Various local organisations visit the school, such as theatre groups, voluntary bodies and national organisations. School life is enlivened by visitors from other cultures and countries.

School Visits
The children are given the opportunity to take part in school visits which are linked to the curriculum. These include trips to theatres, museums and historic buildings. We expect that all pupils will engage in active learning making use of our school environment and the local and near local environment whenever possible. Year 4 and 6 pupils have the opportunity to go on a residential visit.

Governing Body

Hemingford Grey Primary school has an enthusiastic and dedicated governing body which includes people from many areas of the local community and many different walks of life. Governors include parents, teachers, members of the local community and appointees from the Local Authority. All governors serve a four year term of office. The governors' role is to manage the school and to help the school determine its aims and objectives. The governing body supports parents, staff and children and acts as a link between the school, the community and the LA. They work closely with the Headteacher to manage the school budget, appoint staff and ensure the National Curriculum and assessment procedures are implemented. The Governing Body is proud to be a critical friend of the Headteacher, and support the whole school.

Governing Body

Community Governor
Rachel Brown
Community Governor
Helen Peat (Chair)
Headteacher Governor
Mrs Kirsten Marriott
Staff Governor
Miss Danielle Jones
Clerk to the Governors
Mrs Kathryn Miller

LA Appointed Governor
Jenny Jones
Parent Governor
Vanessa Allen
Parent Governor
Raylene Armstrong
Community Governor
Ruth Burrows
Parent Governor
Helen Hollebon

Parent Governor
Kirsty Gow
Parent Governor
Rick Howell
Parent Governor
Clare Birkin
Co-Opted Governor
Diane Moore

<u>Hemingford Grey School Staff</u>

Kirsten Marriott	Headteacher
Danielle Jones	Deputy Headteacher

Teaching Staff

Sarah Askew	Reception (Foundation Stage Phase Leader)
Charlotte Garcia	Reception
Alison Brown	Reception
Tara Mills	Reception
Eleni Griffiths	Year 1/2
Danielle Gaynor	Year 1/2 (KS1 Phase Leader)
Nicholas Churchill	Year 1/2
Sarah Atkins	Year 1/2
Katharine Silvester	Year 3/4
Ben Carter	Year 3/4
Vicki Read	Year 3/4 (Lower KS2 Phase Leader)
Sarah Symons	Year 5/6
Marie Bonnot	Year 5/6
Kathryn Honey	Year 5/6 (Upper KS2 Phase Leader)
Michelle Parker	Inclusion Manager

Support Staff

Carolyn Lew	Teaching Assistant / HLTA
Kirsty Beardall	Teaching Assistant
Lavina Glass	Teaching Assistant
Lou Smith	Teaching Assistant
Heather Adland	Teaching Assistant
Debbie Spenceley	Teaching Assistant
Tracy McMahon	Teaching Assistant
Paula Seamark	Teaching Assistant
Vicky Jaffe	Teaching Assistant
Chelsea John	Teaching Assistant
Libby Wilkin	Teaching Assistant
Lisa Tagg	Teaching Assistant
Claire Bamber	Teaching Assistant

Office Staff

Hayley Coulter	Office Manager
Rochelle Butcher	Office Administrator
Joanna Guest	Finance Administrator

Caretaking Staff

Jeremy Birkin	Site Manager

Catering

Annie Brown	School Caterer
Alison Jennings	Assistant Caterer
Ann Brown	Assistant Caterer

Midday Supervisors

Shameen Soloman	Midday Supervisor

CONDITIONS OF EMPLOYMENT

The successful candidate will be required to satisfy the authority of his /her physical fitness before the appointment is confirmed. In accordance with the requirements of the Home Office and the Department for Education and Skills, the appointment is subject to a Criminal Records Bureau search.

CAMBRIDGESHIRE LOCAL EDUCATION AUTHORITY

Following the Local Government Review in the late 1990s Cambridgeshire County Council encompasses Cambridge City, South and East Cambridgeshire, Fenland and Huntingdonshire. The academic reputation of Cambridge includes the University Department of Education and Homerton College which play an active role in the both local and national developments.

Cambridgeshire Education Authority enjoys a reputation for innovation and partnership. Financial devolution to schools and colleges was pioneered in Cambridgeshire well in advance of the 1988 Education Reform Act. The working relationships between Headteachers, governors and the LEA are

strong and are supported by the development of effective and wide ranging consultative arrangements. These include a forum comprising all secondary Headteachers (CSH), the Special Schools Heads Association (SSHA) and Cambridgeshire Primary Heads Forum (CPHF) which includes representatives of nursery schools. There is also a forum for Chairs of Governors and Governor Advisory Group.

Pupil Support Services
Pupil Support Services and Special Educational Services support children with additional needs and include:

- Educational Psychology Service
- Hearing Support Service
- Home tuition for sick children
- Teaching in hospitals and psychiatric units
- Pre-school Service (including Portage)
- Primary Support Service
- Secondary Support Service (including a support service for looked after children)
- Student Assessment Service
- Visual Impairment Service
- Education Welfare Service
- Education Child Protection Service
- Health and Drugs Education Service
- Multicultural Education Service
- Student Awards Service.

Further information on Cambridgeshire and the Local Education Authority can be found at:
http://www.cambridgeshire.gov.uk/education/

Policy Statement on the Recruitment of Ex-offenders

- As an organisation which uses the Disclosure and Barring Service (DBS) scheme, the Governing Body of Hemingford Grey school complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all job applicants will be subject to a criminal record check from the Disclosure and Barring Service before the appointment is confirmed. This will include details of convictions cautions and reprimands, as well as 'spent' and 'unspent' convictions. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications and experience.
- A Disclosure will only be requested from the DBS for those positions where a Disclosure is required. All application forms and recruitment information will contain a statement that a Disclosure will be requested in the event of the individual being offered the position.
- We encourage all applicants called for interview to provide details of their criminal record at an early stage in the application process. This information should be sent under separate, confidential cover. The information will only be seen by those who need to see it as part of the recruitment process.

- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the position before withdrawing a conditional offer of employment.
- We ensure that people at the school who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the school. This will depend on the nature of the position and the circumstances and background of your offences.