



Thank you for considering Ferndown Middle School for your next appointment.

Ferndown Middle School is part of the Castleman Academy Trust – a Trust which prides itself on putting children first always and puts its values of Respect, Independence, Creativity and Inclusion at the heart of everything we do.

It is the staff in our academies who make our schools vibrant places of learning – who do all they can to make sure our children become confident individuals, successful learners and responsible citizens. Our staff want to make a real difference to the lives of the children they work with and are learners themselves who relish professional development opportunities.

Working in a Castleman Academy Trust school, you will be working with other forward thinkers, who see possibilities and are optimistic. You will have the support of like-minded colleagues and together we will ensure everyone has a great work life balance. Being part of the Castleman Academy Trust means there are a whole host of opportunities for you to develop and flourish.

Ferndown Middle School is situated in Ferndown adjacent to Ferndown First and Ferndown Upper Schools. The school has up to 600 pupils, covering the age range 9 to 13 years old (year groups 5 to 8).

The Application Process

Applications must be made on the school's application form and should include details of curriculum expertise. Please ensure a full work history is completed including any gaps of employment and two referees are given. Please note Ferndown Middle School does not accept CVs in place of an application form. Incomplete applications forms will not be shortlisted. An application form can be found on the school website vacancy page.

Closing date for applications is 9.00am Friday 11 June 2021.

Please return your completed application form by the closing date to Mrs Shield, Heads PA,
mshield@fernmid.dorset.sch.uk

An email will be sent to all candidates with the outcome of their application. Only applicants meeting the relevant criteria will be taken forward from application.

Interview

Shortlisted candidates will take part in an interviews during week commencing 21 June 2021.

At least two references will be requested, normally from previous and current employers. These may be contacted before interview and in all cases, before an offer of employment is made.

The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and young people in our care and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will have to meet the requirements of the Person Specification and will be subject to pre-employment checks including an Enhanced DBS check, satisfactory references and a health check.



Queries

If you have any queries on any aspect of the application process or need additional information please contact Michele Shield on 01202 876556 or email mshield@fernmid.dorset.sch.uk

Visits to the School

Due to ongoing COVID-19 restrictions, socially distant visits can only be offered after school. Please telephone the office to make an appointment. To gain a greater understanding of our school values, curriculum offer and premises, please visit our school website and refer to the application pack.

Contact Details

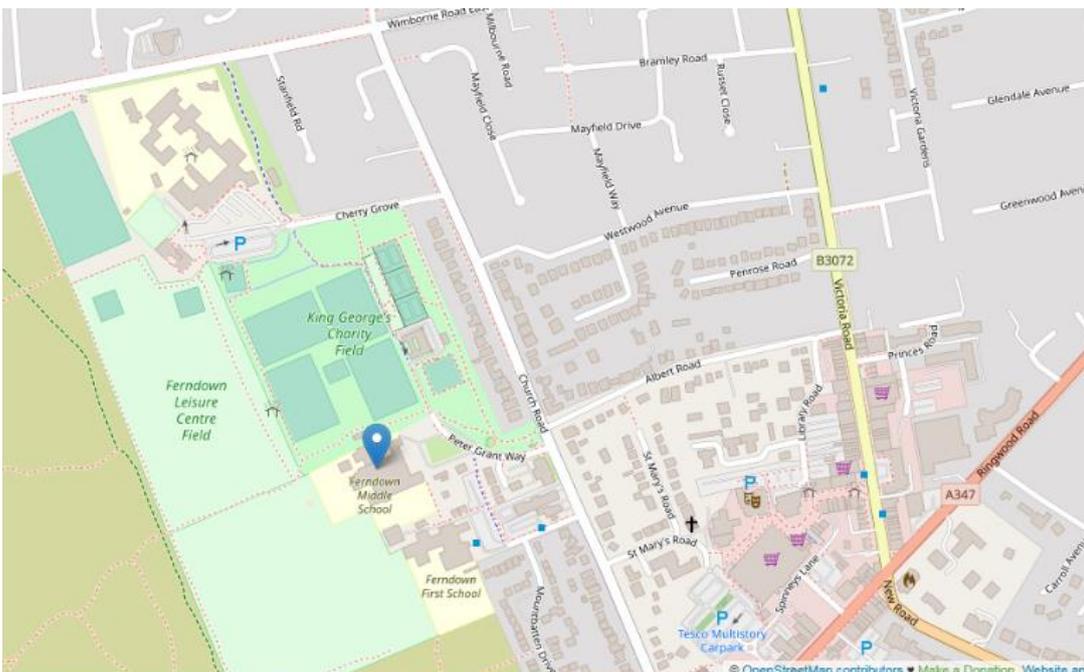
Ferndown Middle School

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Ferndown
Dorset
BH22 9UP

Telephone: 01202 876556

Email: office@fernmid.dorset.sch.uk

Website: www.fernmid.dorset.sch.uk





Job Title	Level 2 Teaching Assistant
Responsible to	Headteacher
Salary	Grade D £10.01 per hour – annual actual part-time salary £13,123
Working time	Part-time, 30 hours per week To be worked across Monday to Friday 38 weeks per year, term time only
Appointment type	Fixed Term one year contract September 2021 – August 2022
Closing date of applications	9.00am Monday 11 June 2021
Interview date	w/c 21 June 2021

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We are seeking to appoint committed, enthusiastic and experienced Teaching Assistants to support children with additional needs to commence in September 2021. Experience of the following would be beneficial: Speech and language and communication difficulties, ASD, ADHD and ODD (oppositional defiance disorder) and general learning difficulties.

The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.

Experience of working with children in an education setting is essential. The successful applicant must be able to work as part of a team to support the learning and welfare of pupils in school.

The school will offer all successful applicants a school committed to your continuing professional development; and the support and expertise of our experienced and established team.



JOB DESCRIPTION – LEVEL 2 TEACHING ASSISTANT

Key Purpose

Working within the school as part of a team, under the general direction of the Headteacher who will be responsible for the overall policy of the educational programme and for matters of control and discipline within the school.

Key Priorities

Teaching Assistants at this level may work with whole classes, smaller groups or be assigned to work with particular pupils who may have particular requirements or EHCP's/Statements of their special needs.

Key Responsibilities

Support the pupil by:

- Undertaking activities with either individuals or groups of children in order to ensure their safety and facilitating their physical, emotional and educational development.
- Carrying out pre-determined educational activities and work programmes whilst promoting independent learning, including working without the supervision of the teacher as appropriate.
- Regularly utilising appropriate behaviour management skills in line with the school's relevant work policies, as well as those skills necessary to promote children's thinking.
- Working to establish a supportive relationship with the children and parents concerned.
- Encouraging acceptance and inclusion of children with special needs.
- Promoting and reinforcing the children's self-esteem.

Support the teacher by:

- Monitoring individual children's needs and reporting these to their designated supervisor as appropriate.
- Keeping such records of the children's development as are required by the school.
- Liaising with teaching staff in the planning and delivery of work programmes for individuals and groups of children. There is limited discretion to vary the programme without prior reference to the teacher

Support the school by:

- Being aware of and working in accordance with the school's policies and procedures.
- Respecting confidential issues linked to home, other pupils, teachers, work or school, keeping confidences as appropriate, and acting on these matters as directed by the teacher.

Support personal development by:

- Participating in the school's appraisal and employee development procedures.
- Attending relevant training and development opportunities as required by the Headteacher.

Generally:

- Support the school's fire and emergency procedures by being familiar with the instructions for staff and children, located in all of the teaching areas, and take appropriate action should the need arise.
- Retain the confidentiality of all aspects of school life.
- Comply with all decisions, policies and standing orders of the school; comply with any relevant statutory requirements, including Equal Opportunities legislation, the Health and Safety at Work Act and the Data Protection Act.
- Have a commitment to Child Safeguarding, to promoting the welfare of children and young people in accordance with the school's agreed procedure, and to meeting the five outcomes of Every Child Matters.



Supervision and Management of People

- Little or no supervisory responsibility other than assisting work familiarisation of peers and new recruits.

Knowledge and Skills

- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ Level 3 is desirable, together with a qualification relevant to supporting the learning process in schools such as NVQ3, BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
- Experience of working with children in an educational setting is essential.
- The post holder will require discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, the ability to work within a team, and good oral communication.
- An ability to support pupils in achieving their individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.

Creativity and Innovation

- Within prescribed school guidelines and under the direction of the teacher, implement a range of strategies to engage individuals and groups of pupils, often with differing requirements, in learning activities.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- The post encompasses a range of tasks involving application of readily understood rules, procedures or techniques.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

Contacts and Relationships

- Contact with all staff and occasionally with parents and carers to pass on and receive information, advice, guidance, suggestions and ideas.
- Contact with pupils on issues which are generally not contentious but where the outcome may not be straightforward.

Decisions

- Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Resources

- Little or no responsibility for physical or financial resources.

Work Environment

- The post holder may be required to deal with routine issues which arise but which will not involve a change to the programme.
- The post holder may be required to exert moderate physical effort, for example periods of crouching/bending to engage pupils in activities. There may be an occasional need to physically lift pupils for safety or care needs.
- The post holder will be expected to challenge behaviour of pupils.
- There may be a requirement to attend to a pupil with soiled clothing due to sickness or toileting problems.



Any other duties commensurate with the role of Teaching Assistant that may be required from time to time.

Teaching Assistants are accountable to the Headteacher, Head of Year and SEN Lead for the standards achieved and the conduct, management and administration of the school, subject to any policies that the DfE and the Trust shall make.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the postholder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the postholder's professional responsibilities and duties.

The Castleman Academy Trust reserves the right to deploy staff to support the needs of our pupils throughout any of our Trust schools, as and when required.



PERSON SPECIFICATION– LEVEL 2 TEACHING ASSISTANT

Education/Qualifications	Desirable	Essential
5 GCSE's with a minimum of Grade C or above in Maths and English (or equivalent qualifications) and a good standard of general education		X
Working towards NVQ Level 2 or NVQ Level 2 qualification or equivalent		X
Working towards NVQ Level 3 or NVQ Level 3 qualification or equivalent	X	
Experience	Desirable	Essential
Experience of working with children in an educational environment		X
Experience of working with pupils with a variety of educational needs		X
Aptitudes and Abilities	Desirable	Essential
Excellent communication and listening skills		X
Patience and commitment		X
Ability to remain calm and make decisions whilst under pressure		X
Good organisation and planning skills		X
Excellent evaluation and monitoring skills		X
Ability to work under own initiative		X
Ability to respond sensitively and flexibly to competing demands from pupils		X
Ability to handle confidential information with discretion		X
Ability to supervisor and mentor others		X
Ability to cope with personal hygiene needs and respond sensitively to pupils needs		X
Ability to support children with Special Educational Needs		X
Ability to lead groups of children, applying appropriate behaviour and learning strategies		X
Ability to lead whole classes		X
Ability to apply a wide range of strategies for the benefit of the pupil		X
Knowledge	Desirable	Essential
Understanding of the schools' Health and Safety Policy		X
Have a clear and thorough understanding of the schools safeguarding issues and safe working practices and procedures and follow them		X
Understanding of basic first aid procedures and a willingness to undertake First Aid Training		X
Knowledge and understanding of the National Curriculum including literacy and numeracy strategies		X
Understanding of lesson plans		X
Excellent knowledge of the five outcomes of Every Child Matters		X
Understanding of Individual Learning Plans		X
Knowledge of school's behaviour and management policy and procedures		X
Knowledge of Child Safeguarding		X
Attitude and Motivation	Desirable	Essential
A commitment to developing children as independent learners		X
A commitment to developing yourself through continuing education and training		X
Enthusiasm		X



Empathy		X
Self-motivated		X
Safeguarding and Special Requirements	Desirable	Essential
The Castleman Academy Trust is committed to safeguarding and promoting the welfare of children and you people and requires all staff and volunteers to share and demonstrate this commitment.		X
The successful applicant will be required to meet all elements of Safer Recruitment and will be the subject of pre-employment checks including an Enhanced DBS Check, including Child Barring List, a medical question and satisfactory references.		X
It is a prerequisite that you familiarise yourself with the safeguarding policy and safer working practices policy and procedures of the school and follow them.		X
The Castleman Academy Trust expects all employees and volunteers to be committed to the Trust's Policies and ethos		X



The School Aims

The school aims are threefold:

- To work effectively with all partners to achieve a **community spirit** that is based on respect for each other.
- To provide an **exciting, challenging and motivating** learning environment for children and staff.
- To set high standards of attainment and **achievement for all children.**

By fostering the positive values of care and co-operation, we provide a secure base for children's education. Children of all abilities and background are encouraged to pursue excellence.

We help equip all children to be resilient and resourceful; supporting them to achieve high standards in all areas of the curriculum, their social relationships and their attitude towards the environment in which they learn.

Continuity in education is vitally important. We have close links with our feeder first schools (Ferndown, Parley and Hampreston) and the neighbouring Upper School. These ensure the curriculum is a planned progression of work throughout the three tiers of schooling and one, which will meet the needs of the National Curriculum.

Curriculum Aims

At Ferndown Middle School, we are focussed on identifying the needs of each learner. We aim to provide a wide-ranging and supportive experience to help each child develop:

- A lively enquiring mind with the ability to question, argue rationally, make reasoned choices and pursue intellectual and physical tasks.
- Self-esteem and a caring and supportive attitude towards others.
- A wide range of concepts, skills and knowledge and an understanding of how to use these, together with an appreciation that learning is a life-long process.
- Language and number skills.
- Aesthetic awareness and creativity.
- An understanding of human achievements and aspirations.
- A respect for other people, their languages and beliefs.

Curriculum Content

We provide a broad and balanced curriculum, valuing the need for all learners to have access to a range of subjects. Key Stage 2 and Key Stage 3 Curriculum Guidelines can be found on the school website under 'Curriculum.' These provide detailed outlines of programmes of work that will be followed throughout the year in each subject.



Safeguarding

Ferndown Middle School recognises that the welfare of the child is paramount and takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care.

Mrs Allen is the Designated Safeguarding Lead and Mrs Giddens is the deputy. Both have had specialist training in safeguarding and child protection.

Our full Child Protection Policy can be found on our website along with further government guidance and support documentation.

E-Safety

At Ferndown Middle School, we take e-safety extremely seriously. We believe that it is the right of all children to feel safe and secure when using technology. Our E-Safety Policy contains detailed information about how we ensure our children remain safe in their use of technology.

We teach children to use the internet and other technologies safely, and we show them how to behave in an appropriate manner. It is important to encourage a healthy lifestyle with regard to the use of technology, and teach children about the risks of exposure to inappropriate content or too much time in front of a screen. We show children how to keep their data and security safe, and we teach them to be critical of the things they see online.