



Teaching Assistant – Level 2
INFORMATION PACK FOR CANDIDATES



21 February 2023

Dear Applicant,

Thank you for your enquiry regarding the position of Teaching Assistant at Oasis Academy Warndon. I hope you find the information pack helpful. If you have any further questions after reading this document, then please do not hesitate to contact me.

POST: Level 2 Teaching Assistant (EYFS initially but potential to work throughout the key stages).

CONTRACT: Permanent and term time only. 30 hours per week.

SALARY: SCP 5-7. FTE £19,312 – £20,092. Actual Salary £13,408 per annum.

START DATE: ASAP dependent on pre-employment checks

CLOSING DATE: 9.00am on Tuesday 21st March 2023

INTERVIEWS: At Oasis Academy Warndon on Friday 24th March 2023

Visits to the Academy are warmly welcomed where you will be able to meet with a member of the SLT and we can show you our Academy. Contact the Operations Manager, Anna Wichmann Lima, on 01905 453530 or Anna.WichmannLima@oasiswarndon.org to book a visit.

If you feel that that this is a post for which you would like to apply, please complete all sections of the Application Form including the Equal Opportunities monitoring and return it to Anna Wichmann Lima by one of the following processes: through the link on the Oasis Careers website, email: Anna.WichmannLima@oasiswarndon.org, drop in by hand or by post.

If you have not been invited to attend interview by 6pm on Tuesday 21st March 2023 then you should assume that your application has not been successful. If you would like to know more about us before you apply, please see our website www.oasisacademywarndon.org, or if you are not clear about any aspect of the application procedure, do not hesitate to contact us for clarification. Thank you for your interest in what we think will be an exciting, rewarding and challenging post.

Yours sincerely

Suzanne Owen
Principal

A: Edgeworth Close, Warndon, Worcester WR4 9PE
T: 01905 45 35 30
suzanne.owen@oasiswarndon.org



Oasis Community Learning and Oasis Warndon

Oasis Community Learning was set up in 2004 with the express purpose of **transforming learning, lives, and communities** through the development of the Oasis Academies. Oasis Academy Warndon is part of the Oasis Multi-Academy Trust family. Every Academy within the Oasis Community Learning family benefits from the **interconnectivity and shared practice** of being part of a national family of 52 Academies. At a **time of educational instability**, we are a **highly successful, established trust** with great capacity for support and development and proven capacity.

As Oasis, we commit to **transforming communities** through our Academies and Community Hubs. Oasis Community Learning seeks to **create and sustain networks of excellent learning communities** working in the context of the Oasis Ethos where every student can reach their full potential. We believe this can be achieved through clear leadership, outstanding staff, a positive and affirming environment, strong partnership between students, parents/carers, and the local community, along with the wider national and international links the Oasis' global operations create. We are also committed to nurturing and developing the very best teachers to work within our Academies. In just two years, our **sustained improvement** has seen the percentage of inspected Academies attaining 'Good' or better, rise from 30% to over 80%. We have a **relentless commitment to raising the bar for all**, whilst **closing the gap for disadvantaged students**.

Our ethos is an expression of our character- it is a statement of who we are and therefore a lens through which we assess all we do. The work of Oasis Community Learning is motivated and inspired by the life, message, and example of Christ. This is encapsulated by the following five statements:

- a passion to include everyone
- a desire to treat everyone equally, respecting differences
- a commitment to healthy and open relationships
- a deep sense of hope that things can change and be transformed
- a sense of perseverance to keep going for the long haul

The full Education Charter explains how our ethos impacts in Oasis Academies and can be found on www.oasiscommunitylearning.org

At Oasis Warndon, we achieved an **“Outstanding” Ofsted judgment in November 2023, where our curriculum, from EYFS through to Year 6, was celebrated**. It is an incredibly exciting time to be part of our Academy, as we continue to provide Outstanding provision for all. In establishing Oasis Warndon, we worked with all stakeholders in designing a vision and ethos for our Academy, which is encapsulated by:

‘Happy hearts, enquiring minds, promising futures’

We want children at Warndon to be nurtured, happy and capable of developing healthy relationships.

Through high expectations, children are stretched and challenged in their learning and personal development. All students are treated as individuals; with differences and achievements celebrated.



Personalising learning is embedded within our ethos, giving students the education, they need and want. Learning is active, hands on, engaging and purposeful in the context of their lives. Oasis Academy Warndon is an Academy for the community and an Academy for the 21st Century, preparing our young people for their future. Our bespoke character approach is integral to ensuring our children thrive in contemporary society.

Warndon

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Our Mission Statement

At Warndon we:

- Create a **happy, stimulating, caring learning environment** where **risk taking, and challenge** is encouraged
 - **Awaken and nurture a love of learning** that will last a lifetime and provide everyone with the skills to pursue that **learning independently and collaboratively**
 - Enable everyone to reach the **highest standard** of which they are capable, academically and in other fields such as **sport, arts, and culture**
 - Encourage all learners to develop their own interests, passions, enthusiasms, creativity, and individuality
 - Help learners to **understand and care about the world in which they live**, and to believe in their ability and responsibility to change that world to make it better
 - Empower learners to develop a strong sense of right and wrong, good, and bad, equality and justice. Give them the **inner strength** to act according to these values
 - Provide learners with the skills and understanding to **live a healthy, successful life, physically, emotionally, and spiritually**
 - **Foster respect, tolerance, and love for others**, regardless of race, gender, religion, or difference, within a framework of equality of opportunity and fairness
 - Help learners to **appreciate human achievements and aspirations** and to believe in their own potential to attain great things
- Promote a feeling of **pride and confidence in learners' identities**, as individuals, as members of our academy, as part of the local community and as citizens of the world.

Teaching, Learning and Curriculum

We provide a broad and balanced curriculum, which caters for the individual needs and interests of students and offers a secure base of academic and social learning. We focus on **social skills, learning characteristics and emotional intelligence**, so that the right balance is achieved for preparation for life-long learning. Our students are involved in a range of collaborative working structures; solving complex and varying problems; applying 21st century technology; presenting to a variety of audiences and working with a purpose, so that **learning is inclusive and as close to real life as possible**. There are many trips planned, as well as special visitors and hands on practical workshops involving children and parents.



We have an **agreed approach to teaching and learning** so that children are receiving a consistency of teaching pedagogy in the classroom. Our agreed approach sets a minimum standard and then **teachers use their own creativity and skills to allow learners really flourish**, as well as providing consistency through **central banks of high quality, bespoke resources and shared planning opportunities**.

Our key focus in maths is ensuring that children are strong in **number and calculation**, both mentally and on paper. We have implemented a **thorough teaching approach to the national curriculum** and use White Rose Maths to support teaching. Our medium-term plans contain links to the White Rose Hub fluency, problem-solving and reasoning materials. This creates a **real depth to teaching and application of skills** as well as a consistent approach to teaching across the academy.

In English, we use a focused approach to **shared reading** and **Novel Study** so that children's enjoyment and understanding is nurtured. We have invested in a greater range and quality of reading books across the school, using Accelerated Reader and Wheelers online books to identify fantastic texts and **foster a love of reading**. **Book Wings Phonics** is used as the basis for **phonics teaching across EYFS and KS1**. We use **The Write Stuff strategies** to teach writing across the academy, which supports the development of vocabulary and fluency and accuracy of writing and consistency in teaching approaches to enable deep and meaningful development across the key stages and confident, independent writers.

Thrive is an integral part of how we work with all children, but more specifically, our most vulnerable children. We use the **best research in neuroscience, attachment theory and child development**, so that we can help children access learning by dealing with the core of their social emotional interruptions.

In **Early Years**, in accordance with the Early Years Foundation stage framework, we teach a **curriculum which meets the needs of the children**, based on the seven areas of learning. Our aim is to develop the whole child and to develop the **characteristics of effective learning**. In order to inspire, engage and motivate the children. The topics we teach are based on the children's interest. Children are assigned a key worker/ teacher who monitor the children's progress.

We aim to give children a wealth of **creative, active and worldly experiences**, so that, when placed alongside academic challenge, we have the very best chance of helping them to discover their unique individual gifts and talents. Throughout the year children have **fantastic sporting and performance opportunities** and achievements, as well as wonderful outdoor learning opportunities. **A £10,000 outdoor surface and surround** further compliments our facilities.

CPD

CPD is one of the academy's key drivers and our process for delivering highly effective CPD to all ensures that we are **constantly improving and continue to be at the forefront with educational developments**. Through a carefully planned blend of coaching using **powerful action steps, lesson study modules, planning modules, online and face-to-face content, IRIS readings** and contribution to a whole school CPD blog with reflections, we ensure that all of our staff have a bespoke blend of training that is both relevant



and current for their role. We also ensure our staff have access to **high quality CPD outside the academy** including RWI phonics, leadership training, PIXL and the Write stuff. In addition, we subscribe to the **National College**, which offers thousands of webinars, tutorials and certified courses, which are delivered to the right people through a carefully planned programme throughout the year. Oasis Warndon also offers middle and senior leadership qualifications to help our teachers flourish in each stage of their career.

Our ECT approach at Oasis Warndon offers a **comprehensive and bespoke programme to both ECT's and RQT's**. Each ECT has a member of the senior leadership team who guides and helps them to develop their practice through modelling, coaching, CPD, bespoke learning modules and discussion and tasks from the Ambition Early Career Teacher Framework. Through weekly mentor meetings our ECT's are supported through all the tasks in a normal academic year including assessment, parent communications, planning and refinement of techniques learned in their training years. **We offer excellent CPD** and invest heavily in our NQT's so they can secure the best outcomes for our children.

Oasis Warndon is **recognised as a lead school for the 'Haybridge SCITT alliance' initial teacher training programme**. We undertake all the training for students who wish to train at OAW and provide a thorough professional studies programme alongside practical experience through placements. We know that our programme is enabling us to develop teachers and ensure they have the skills and knowledge needed to flourish in a teaching career. The PGCE element of the programme is accredited by Birmingham City University and we work closely with our partners to ensure our students receive the very best while they train with us. This relentless focus on improvement and CPD is something that runs through everything we do at Oasis Warndon.

In terms of **future career plans**, there are opportunities at Oasis Warndon to deliver postgraduate training to PGCE and BEd students through our own initial teacher training programme linked with a local teaching school. There is also the opportunity within the trust to become specialist teachers in a 'National Lead Practitioner' role. These individuals develop curriculum, behaviour and pedagogy across the whole trust and work across the 52 academies to support school improvement a day a week. **Being part of Oasis means you don't have to move on to find career development opportunities.**

Community – Living and learning together

Our community is everything to us. We can only achieve the very best for the young people and the community if we are working hand in hand together. We endeavour to **serve our community** and provide the helping hand needed in times of difficulty, whether that be through advocating on their behalf, signposting to outside agencies, job coaching provision or educational courses. We know that Warndon is special community and we want to offer and provide for families who need us.

Through the development of the **Oasis community hub at Warndon**, we are able to **join up community services** so that we can develop an integrated approach and help our children and families in the deepest way possible. The school has incredibly close links with our hub team and our pupil Parliament work with the Hub Councillors and team to work on innovative ideas to enhance our community.



Facilities

We are now a fully **three-form entry academy** in each year group. We have developed and are always still improving our environment approach, so that there is a pride to our children's learning areas. **Classrooms are exciting and engaging** across the academy. We are a vibrant school ready for 21st century learning.

We have **two school halls** and a longer-term aim of one hall that is big enough for the whole school, so that we can celebrate achievements as a whole community.

This year, we have launched the **Oasis Horizons Project** where **each current and future pupil, and their teachers and support staff, are provided with an iPad** to provide access to enhanced online learning. Students and teachers will be able to use the device together in lessons to create dynamic, engaging, and outstanding lessons which bring subjects to life. **Teaching staff also have their own laptop** and each classroom has an IWB or apple TV.

Our outdoor areas provide a great deal of space for the children with **large playing fields**, some wonderful **forest school** spaces, as well as a **pond** and other areas of interest, a superb **all-weather facilitates and large separate playgrounds** for the key stages.

Oasis Community Learning supports Equal Opportunities Employment.

Oasis Community Learning is a company limited by Guarantee registered in England and Wales no. 5398529 and is an exempt charity under the terms of the Charities Act 1993 and 2006.



Job Description

POST TITLE:	Teaching Assistant Level 2
RESPONSIBLE TO:	The Principal, under the day-to-day management and leadership of the senior leadership team.
SALARY:	SCP 5- 7. FTE £19,312 – 20,092.
LOCATION:	Oasis Academy Warndon
WORKING PATTERN:	30 hours per week, 39 weeks per year. Monday- Friday
DISCLOSURE LEVEL:	Enhanced

PURPOSE:

Provide support for teachers and HLTA's, help children with their educational and social development, both in and out of the classroom and, where appropriate, contribute to the day-to-day running of the Academy.

To contribute to the provision for children within a class or year group, or specific children across the school where a pastoral or SEND need has been identified.

To contribute to the raising of the achievement of children in a class, year group or those with pastoral/SEND needs and support them in making expected or better progress.

To contribute to the promotion of the well-being of children within the Academy.

To promote and safeguard the welfare of children you teach or come into contact with.

Responsible, as a member of staff, for promoting and developing a positive culture and to ensure diversity within the Academy community is recognised and respected.

Raise pupil achievement by developing outstanding practice in liaison with the class teacher or HLTA.

Contribute to the development of the Academy's vision, values and aims and to abide by agreed professional behaviours and attitudes.

To supervise children during breaks and lunch when necessary.

To maintain complete confidentiality on all school matters.

MAIN DUTIES AND RESPONSIBILITIES:

- Provide teaching support under the guidance of the class teacher or HLTA, in small groups and, where necessary, for individual pupils and/or children with statements or additional needs in order to aid the teaching of all curriculum subjects.
- Assist in drawing up and undertaking the delivery of group or individual pupil learning programmes, either in withdrawal groups or within the classroom, to ensure delivery of the individual's targets, group targets and to support the meeting of whole school targets.
- Assist in drawing up and undertaking the delivery of the learning programmes, either in withdrawal groups or within the classroom, to ensure delivery of the specific areas of need such as EAL, pastoral, speech and language, phonics, reading, etc.
- Assist the teacher with observation and monitoring of the progress of children, maintaining accurate records in order to ensure documentation of all children, especially those children with interventions.
- Deliver whole class teaching under the guidance of the class teacher in order for teachers to deliver targeted intervention to groups of pupils.
- Provide activities to promote positive behaviour patterns; raise self-esteem and improve independent working in children to assist in their education and growth.
- Assist the teacher where necessary with preparation and clearing away of the classroom and materials to ensure effective and efficient teaching.



- Ensuring that all children are safely in the classroom at the beginning of the lesson.
- Ensure that all pupils clearly understand the instructions for the work set.
- Assist with the implementation of Individual Education/Behaviour Plans and Personal Care Programmes where necessary.
- Supervise and support pupils, maintaining good order and discipline and ensuring their safety and access to learning.
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Monitor pupil's responses to learning activities and accurately record achievement/progress as directed.
- Clear away resources and materials after lessons.
- Supervision of children on some visits.
- Encourage the development of a positive attitude towards the Academy from all pupils.
- Undertake professional development and training activities as appropriate.
- Contribute to the achievement of and help to maintain the Academy vision, aims and values.
- Contribute ideas, opinions, and evaluations to support the preparation of the Academy improvement plan.
- Attend staff meetings, development days and team/teacher /TA meetings as directed by Senior Leadership Team.
- Respect confidentiality at all times.
- Any other appropriate tasks that are required by the academy for a scale 2 teaching assistant.
- Act in accordance with the Equal Opportunity Policy, Health and Safety Policy and confidentiality guidelines.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of Academy organisation and may change either as your contract changes or as the organisation of the Academy is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

Oasis Community Learning is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including an enhanced DBS check.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.



Teaching Assistant – Primary Person Specification

Our Purpose

Oasis Academies exists to provide a rich and balanced educational environment, which caters for the whole person - academically, vocationally, socially, morally, spiritually, physically, emotionally and environmentally. Our task is to serve our students as well as to provide a learning hub for the entire community. In this way we will raise aspirations, unlock potential and work to achieve excellence through encouraging a ‘can do’ culture which nurtures confident and competent people.

Oasis Community Learning Ethos

Our ethos is an expression of our character - it is a statement of who we are and therefore the lens through which we assess all we do. Our work is motivated and inspired by the life, message and example of Christ, which shapes and guides every aspect of each of our schools. This is foundational to our belief that all people are created and loved by God as equal and unique beings, and to our commitment to model inclusion and compassion throughout all the aspects of the life and culture of each Academy community.

For further information, please refer to the OCL Purpose, Ethos and Values document (above) which accompanies this job description.

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> GCSE English and Maths at A*-C or level 2 equivalent. NVQ or equivalent at level 1 or 2. 	<ul style="list-style-type: none"> TA NVQ Level 3 Degree level qualification Experience of delivering intervention programmes (e.g. RWI, numicon, rapid reading etc.)
Experience, Skills and knowledge	<ul style="list-style-type: none"> Experience of working effectively in a learning/child care setting Skills of empathy, listening, communication and responding with appropriate language to build rapport with children and parents/carers from a variety of ages, abilities and backgrounds. Aptitude to develop knowledge of the role within an education environment. Flexible, adaptable and positive attitude to working in a structured environment Communication skills to promote and develop effective working with children, colleagues and carers/agencies at an appropriate level to achieve understanding and constructive response Be able to communicate and appreciate the needs of the children within the community that we serve. 	<ul style="list-style-type: none"> Understanding of the role of the class teacher, the parent or carer and external agencies in developing and maintaining an effective learning environment Current first aid certificate The ability to contribute effectively to the workload, planning, supervision and responsibilities of a team Ability to work on own initiative, including recognition of the appropriate level at which to refer issues elsewhere for effective resolution Proven communication and interpersonal skills evidenced by dealing with a diverse range of contacts about potentially complicated and/or sensitive issues Active engagement in CPD activities. Knowledge of the new national curriculum Thrive Training Experience of covering classes. Understanding of the new early year’s curriculum.



<p>Work-related Personal Qualities</p>	<ul style="list-style-type: none">• Commitment to safeguarding and promoting the welfare of children and young people.• Willingness to undergo appropriate checks, including enhanced DBS checks.• Motivation to work with children and young people• Ability to form and maintain appropriate relationships and personal boundaries with children and young people• Emotional resilience in working with challenging behaviours• Ability to work as part of a team• Have a willingness to demonstrate commitment to the values and behaviours which flow from the Oasis ethos.• Ability to maintain confidentiality.• Ability to reflect a positive, caring attitude.	
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