



Teaching Assistant Recruitment Information Pack



January 2025

St Mary's Base, St Mary's, Isles of Scilly
part of The Five Islands Academy

The Five Islands Academy is an all-age, multi-site school, serving the communities of Bryher, St Agnes, St Martin's, St Mary's and Tresco

All Aboard! Navigating Together

"Hope is an anchor for the soul, steadfast and sure"

Contents

Letter	3
Application Process	4
Vacancy Advert	5
Job Description	6-7
Person Specification	8-9



Welcome to Five Islands Academy

Letter from the Headteacher

Dear Applicant

Thank you for considering applying to join our team. Five Islands Academy is a through-school in a remarkable islands setting, where we believe that every child is capable of achieving excellence. This all age, multi-site, Church of England academy serves the five island communities of Bryher, St Agnes, St Martins, St Mary's and Tresco. It became the first organisation to join the Leading Edge Academies Partnership, a newly-formed and forward-thinking multi-academy trust. If successful in your application, you will be joining a high-achieving, creative and caring school with a real focus on building strong and inclusive relationships.

There are 245 students on roll across four school sites. Secondary students and the majority of primary students are based on the St Mary's multi age site. This new building was opened in 2011 and provides a bright, open, well-resourced learning environment for the students. Key Stage 2 children from St Agnes, Tresco, Bryher and St Mary's spend every Friday at Carn Gwaval, mixing with a wider group of peers, preparing for transition and making the most of the extended facilities. Secondary students from the off islands board at Mundesley House Monday to Thursday, returning home at the weekends.

We are proud to be an inclusive school, where each child is supported through their school journey and prepared for a successful transition to post-16 education and training. Our Challenge Partners Review in May 2022 said:

"High quality provision for students with identified special educational needs and /or disabilities (SEND) is based on Five Island's ethos that, 'no child or family should live in isolation because of their additional needs'. The school's approach to SEND facilitates a greater level of self-determination and personalisation than the traditional curriculum model allows. The alternative pathways offered at Key Stage 4 are bespoke to individuals, and include a range of GCSEs, Entry Level and AQA Units, which are blended to suit each student and their aspirations."

I look forward to reading your application.

Rachel Gibb
Headteacher

The Application Process

The enclosed application form should be completed and emailed to the school: enquiries@fiveislands.org

Closing date for applications: Monday 10 February

Interviews to take place: from Wednesday 12 February

Maddy Hicks and Rachel Gibb would be happy to be contacted to discuss the post. Please contact us on 01720 424850 to make a telephone appointment for an informal conversation.

All Aboard! Navigating Together...

We are committed to promoting diversity and inclusion within our Academy community. We are proud to be an equal opportunities employer and actively encourage teachers and support staff from all backgrounds, cultures, perspectives and walks of life to apply to work with us.

We are a Church School, and as such nurture the wisdom of being in balance with doing. Inspired by our powerful Academy values, we appreciate the gifts that are ours and those we have to offer as members of a diverse global family.

The school is committed to safeguarding and promoting the welfare of all our students and all posts are subject to DBS check.



Teaching Assistant

We have a vacancy for someone to join our friendly team at St Mary's Base from Monday 24 February. The post is a part-time role in term time, with paid holiday and bank holiday entitlement. We're looking for two / three days a week, with the possibility of further employment over lunchtimes. There may be the need to attend INSET days; this will be paid on a timesheet as required. The post holder will work under the supervision of the SENDCo and the Senior Leadership Team.

What can we offer?

- Supportive colleagues, committed to professional learning and development
- Opportunities and training to develop specialist skills in learning support and working with children with a range of education needs
- Outstanding technology: an iPad for each member of teaching and support staff, 1:1 iPads for each child, a wide range of online resources and learning platforms to support teaching
- Two Project Weeks during the year offering adventure, creativity and deep learning, in which staff can explore their own interests and those of their students
- Bespoke learning spaces and resources to support students with SEND, including the Primary and Secondary 'Harbours' (personalised work and wellbeing spaces) and a dedicated Sensory Room

Start date: Monday 24 February

Hours of attendance: part-time, up to 0.6 fte (three days)

Salary to be discussed at interview



Job Description

Job Title:	Teaching Assistant
Reporting to:	SENDCO
Job Purpose:	To work in partnership with class/subject teachers to support children needing one-to-one learning support both in and out of the classroom setting.

Principal accountabilities:

- To work with individuals or groups of children, as directed by the class teacher and/or SENCo, to support subjects and learning across the whole curriculum.
- To develop knowledge and understanding of specific academic, physical and emotional/behavioural needs of individuals and groups of children and respond to them effectively.

Duties:

- Establishing positive relationships with pupils to be supported.
- Supporting pupils with activities as directed.
- Supporting the use of ICT in the classroom, developing pupils' competence and independence in its use.
- Promoting positive pupil behaviour and relationships in line with school policies and helping keep pupils on task.
- Interacting with, and supporting pupils, according to their individual needs and skills.
- Promoting the inclusion and acceptance of children with SEND within the classroom.
- Ensuring access to lessons and their content through clarification, explanation and resources.
- Participating in planning and evaluation of learning activities with teachers,
- Providing feedback to teachers on pupil progress and behaviour.

- Monitoring and recording pupil activities as appropriate, writing records and reports as required.
- Providing feedback to pupils in relation to attainment and progress under the guidance of the teacher.
- Attending to pupils' personal needs including help with social, welfare and health matters, including minor first aid and personal hygiene as may be required.
- Assisting with the preparation, maintenance and control of stocks of materials and resources.
- Assisting with the development and implementation of Individual Provision Maps.
- Assisting with the display and presentation of pupils' work.
- Supervising pupils for limited and specified periods including break-times.
- Assisting with escorting the pupil on educational visits.

General:

- Complying with policies and procedures relating to child protection, equal opportunities, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- Attending relevant training and school meetings as required.
- Respecting confidentiality at all times.
- Participating in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager.

The Leading Edge Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

These duties are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.



Person Specification

Qualifications and Experience	
Good levels of literacy skills: Grade 4/C or above in English GCSE or an equivalent Level 2 Literacy qualification	Essential
Good levels of numeracy skills: Grade 4/C or above in Maths GCSE or an equivalent Level 2 Numeracy qualification	Essential
Working knowledge of basic ICT (email, documents and spreadsheets)	Essential
Willingness and ability to obtain and/or enhance qualifications and training for development in the post.	Essential
Recognised and relevant vocational qualification (NVQ level 3) and/or equivalent practical work experience	Desirable
Experience of working within schools and knowledge of policies and procedures relating to education settings	Desirable
Previous experience working with children with Special Needs and/or disabilities and/or challenging behaviours	Desirable
Experience of working with students in small groups or in 1:1 situations	Desirable
Basic First Aid knowledge	Desirable

Skills and Aptitudes	
Excellent communication and listening skills:	<p>Ability to exchange verbal information clearly with children and adults</p> <p>Dedication to overcoming communication barriers with children and adults</p>

Teamwork:	<p>To be self-motivated, able to work on your own initiative and in a team</p> <p>Ability to provide timely and accurate information, as required</p> <p>Willingness to consult with and learn from colleagues to ensure the best possible provision for children</p>
Working with SEND children:	<p>Ability to respond with patience, understanding and sensitivity to the challenges that pupils with special educational needs present, including challenging behaviour</p> <p>Understand the way in which children develop</p> <p>Understand the importance of physical and emotional wellbeing</p>
Creativity and Curriculum:	<p>Ability to demonstrate creative approaches to helping children learn</p> <p>Desire to learn about the Academy's broad and balanced curriculum and to support children to access this successfully</p> <p>Interest in helping children to learn outside the classroom, including in outdoor or adventurous activities</p>
Responsibility:	<p>Ability to respect and maintain confidentiality</p> <p>Good time management and organisation skills</p> <p>Demonstration of a commitment to equality, health and safety, child protection and data protection</p>
DBS:	The post holder will require an enhanced DBS

