



THE
KEYSTONE
ACADEMY

part of the



YOUTH
ENGAGEMENT
SCHOOLS
TRUST

A specialist school for young people with Social, Emotional and Mental Health needs, with a specific focus on neurodivergent learners
Aged 4-16

TEACHING ASSISTANT – TERM TIME

Pay Scale: £18,341- £19,200

Actual: £16,392-£17,160

30-37 hours per week (to suit individual circumstances)

(Pro rata – 39 week contract paid in 12 installments)

****Salary Review Pending****

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For further information or to request a meeting or telephone call with the Headteacher email – admin@thekeystoneacademy.org / Tel: 01743 599011

Dear Applicant

Thank you for your interest in becoming part of our brand-new team at The Keystone Academy, Shrewsbury.

We are seeking a highly inspirational Teaching Assistant who can work collaboratively with the class teacher in order to support outstanding lessons and support children and young people with a variety of learning needs, stretching them to achieve their very best possible outcomes. The staff at Keystone Academy will understand and know how to adapt their curriculum for learners with neurodivergent needs, including but not limited to, Autism, ADHD and speech, language and communication difficulties. They will understand the importance of nurture and trauma-informed approaches to support the development of social, emotional and mental health (SEMH) needs and how to incorporate this into daily school life.

We are looking for an outstanding practitioner who can bring creative and innovative ways of working with young people and who are excellent team players. We intend to build a team that combines the expertise of both mainstream and specialist teaching assistants and so encourage applications from all fields.

The role of Teaching Assistant is a truly unique opportunity to play an integral part in shaping the learning throughout the school, with creativity and ambition.

Yours sincerely

Mrs Ali Bellaby
Headteacher

The Keystone Academy Recruitment and Selection Process

You are asked to complete the Youth Engagement Schools Trust application form (available on the School and Trust websites)

<https://thekeystoneacademy.org/vacancies/>
<http://theyestrust.org/vacancies/>

You are asked to include as part of, or separate from the application form, a letter of application that addresses the items listed on the attached Person Specification & Assessment Criteria. Please keep this letter brief and to the point (maximum 2 pages). **CVs will not be accepted, so please do not send in, or refer to one.**

You are asked to return your application form & letter of application by email to:

admin@thekeystoneacademy.org

The deadline for applications is:

Time Line for Assessment and Selection Process	
Advertising window	From 9 th September 2022
Closing date for applications	5pm on 26 th September 2022
Opportunity for informal discussions with Headteacher	By appointment
Interviews	3 rd and 4 th October 2022
Start Date	7 th November 2022

The Keystone Academy Educational Vision

The Keystone Academy brings together the vision of the YES Trust with that of Shropshire Local Authority, aiming to provide an excellent specialist school for students with SEMH, including those with neurodivergent needs. We will develop a truly passionate team that will gain a strong local understanding around working processes and support networks based in Shropshire and will strive to work very closely with the Local Authority.

Moral purpose

The Keystone Academy and the wider Trust, strive for equity - providing exactly what each learner needs, maximising their potential and fostering an unwaveringly positive outlook that is healthy and vibrant for all.

Vision

To support all vulnerable learners, raising their aspirations through high quality engaging education which empowers and liberates their futures.

At The Keystone Academy, we believe that:

- Learning should be exciting and purposeful
- Every student should have the opportunity to reach their full potential, whatever that may be, regardless of their abilities, needs, disposition or background
- Neurodivergence should be celebrated and seen as a strength
- Nurturing the whole child prepares them for success and happiness in school and life
- Creating a safe and respectful environment enables students to learn best
- Working in collaboration, with students, families, staff, agencies, and the local community, we can overcome challenges and achieve great things

This vision will enable us to ensure that all students will leave The Keystone Academy happy, well-balanced, life-long learners who are well prepared for their future beyond school. The bespoke curriculum for academic, vocational as well as social and emotional learning, will allow and encourage all students to progress towards high quality destinations. We will nurture our learners to acquire a repertoire of skills and knowledge anchored around their personal pathways. Students will be supported to achieve their highest possible outcomes, enabling them to realise their hopes and dreams.

'Keystone' represents far more than just a name for a school. It neatly summarises our vision for the Academy, and expresses the ethos for the education we strive to provide; an ethos focused on positive achievement and success at every stage. A keystone in a literal sense is the main stone that holds complex structures together and we see our role with this school as a figurative keystone for children, families, support services and wider life ambitions. By adopting this keystone approach, we will ensure the core focus is child centred, with full support, providing real life opportunities.

The Keystone Academy The Teaching Assistant Role

To work collaboratively with the class teacher in order to support outstanding lessons and support students emotional health and wellbeing.

As an Academy our key focuses will be:

1) Re-engagement, raising aspiration and motivating

- Recognising that personal and emotional development, independent living and decision-making skills and discovering meaningful interests and goals are essential to educational success.
- A personalised curriculum including specific engagement activities based on the interests of each individual learner.
- Positive and trusted adult role models in the form of Teaching Assistants and qualified teachers recruited for their enthusiasm for working with disconnected young people and their ability to understand and adapt, in order to meet the needs of the students.
- Opportunities to support social and emotional needs through individualised programmes and a varied curriculum.

2) Unlocking every child's potential

- The curriculum will determine the knowledge and skills students will learn at each stage. It is planned efficiently to Support exceptional lessons where students make outstanding progress, and are able to relate their learning to the wider world.
- Individualised learning programmes, based on the interests and skills of the students and which draw upon the diverse range of pastoral, vocational, engagement and personal and social development activities.
- Small groups of students (max 1:8) with capability to offer 1 to 1 student support.
- Practical application of English and Maths to develop skills that prepare for accreditation and work towards independence and social integration.

3) Recognising and celebrating achievement

- Positive learning environments with praise for success and recognition of achievement.
- Regular liaison with parents and carers to involve them fully in the education of their children including weekly progress telephone calls.
- Celebration of success through: weekly celebrations with students and staff; rewards for targeted elements; and high profile annual celebration events.
- Relevant vocational learning that broadens the curriculum offer to students providing the opportunity to support their classroom learning by gaining practical skills in the workplace and ultimately allowing them to achieve recognised qualifications.

Teaching Assistant Job Description

Key Priorities;

- Support the vision and direction of the school
- Support teachers and Learning Mentors to deliver an engaging specialist curriculum within the academy
- Support effective learning and teaching throughout school
- Deploy and create resources efficiently and effectively to meet specific objectives in line with your specialist area strategic plans.
- Ensure effective pastoral care and behaviour support throughout the school

Teaching and Learning;

As a Teaching Assistant of The Academy you will support teaching staff to ensure effective teaching and learning throughout the Academy, monitor and evaluate the progress made in your specialist area and present students' achievement effectively, using benchmarks to track set targets for improvements. He/she will:

- Support teaching staff to ensure high quality teaching is delivered to students. This will be in your subject area as well as other subjects as and when required
- Support teaching staff to provide and maintain an environment and a code of behaviour and discipline which promotes and secures good teaching, effective learning and high standards of achievement
- To support the curriculum and its assessment; work with the teachers and Learning Mentors to monitor and evaluate it in order to identify areas for improvement
- To support students with their emotional health and wellbeing
- To develop key relationships with students and parents and carers
- To engage in outreach to ensure all our students needs are met
- Ensure that the relevant interventions are delivered to support improvements in literacy, numeracy and emotional wellbeing.

Partnership Working;

- Seek opportunities to invite parents and carers, into The Academy to enrich student experience and to promote The Academy's value to the wider community

- Collaborate with staff, to actively promote the British values, academic, spiritual, moral, social, emotional and cultural well-being of students and their families

Health and Safety / Child Protection;

- To help ensure that health and safety standards meet statutory requirements, monitoring health and safety matters within the school, particularly ensuring that all members of the staff take reasonable care for the health and safety of themselves and others
- To help ensure that Child Protection and Safeguarding procedures and Department of Health assessments of Children in Need are rigorously complied with, and that the welfare and health and safety of students are of prime consideration
- To promote the safety and well-being of students and staff
- To ensure good order and discipline of students and staff

Extra CPD Opportunities

- Engage with CPD opportunities in order to effectively fulfil your role and achieve the best possible outcomes for our students.

Teaching Assistant

Accountable to: School Senior Leadership Team

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications/ Education	<ul style="list-style-type: none"> GCSEs or equivalent 	<ul style="list-style-type: none"> Recognised behaviour / curriculum / SEMH qualification 	<ul style="list-style-type: none"> Application Interview Certificate
Educating Experience	<p>Proven ability to:</p> <ul style="list-style-type: none"> Set high expectation which inspire, motivate and challenge Promote good progress and outcomes Support in the delivery of well-structured lessons Manage behaviour effectively to ensure a good and safe learning environment Communicate and work effectively Ability to motivate and inspire 	<ul style="list-style-type: none"> Demonstration of high expectations Success in educational settings Work with disconnected students Able to support the differentiation of teaching to respond to the strengths and needs of all students Understanding the commitment to the schools wider focus on student attainment 	<ul style="list-style-type: none"> Application Interview References

Professional /Personal Skills	Proven ability to: <ul style="list-style-type: none"> • Generate enthusiasm for new ideas • Inspire others with confidence • Communicate effectively to groups and individuals, orally and in writing • Resolve conflict through active listening and negotiation • Demonstrate a flexible approach and a willingness to listen to others • Good organisational skills • Provide advice and guidance to parents and carers in a positive and clear manner • Remain calm when working under pressure. • Ability to show patience and empathy 	<ul style="list-style-type: none"> • Evidence of coaching and/or mentoring • Able to effectively resolve personnel issues • Training and understanding of child protection • Training and experience of working with students with a variety of mental health needs 	<ul style="list-style-type: none"> • Application • Interview • References
Curriculum & Personal Management	<ul style="list-style-type: none"> • Evidence of successful experience in managing change • Ability to consider situations, prioritise and help to implement realistic solutions • Ability to establish and develop good relationships with all involved in the school. • Commitment to the school's wider community. • Ability to inspire all in a love of learning • Ability to support students emotional, personal and social development. • Respect for students' individual difference 	<ul style="list-style-type: none"> • Experience of supporting staff. 	<ul style="list-style-type: none"> • Application • Interview • References
Knowledge and understanding	<ul style="list-style-type: none"> • Demonstrate a good level and understanding of ICT • Knowledge of how to deal with safeguarding issues in school. • Behaviour management techniques for groups and individuals. • Know how to develop effective rapport with students, this being based on high expectations 	<ul style="list-style-type: none"> • Knowledge and experience of current good practice and development in special education provision. • Knowledge of successful practice and strategies in teaching hard to reach students. 	<ul style="list-style-type: none"> • Application • Interview • References

	and establish a purposeful learning environment.	<ul style="list-style-type: none"> • Knowledge of how to promote independence for young people with complex needs. • Knowledge of Mental Health needs. • Behaviour Management training 	
Developing Self and Working with Others	<ul style="list-style-type: none"> • Excellent interpersonal skills • Commitment to one's own continuing professional development • Ability to work as part of a team • Ability to make decisions and take direction and set priorities • Able to gain and maintain the confidence and respect of colleagues, students, parents and multi professionals. • Commitment • Be confident and enthusiastic. • Be reliable and have integrity. 		<ul style="list-style-type: none"> • Application • Interview • References
Other Requirements	<ul style="list-style-type: none"> • Positive recommendation from present employer 		<ul style="list-style-type: none"> • Letter • References

The successful candidate would be expected to maintain a well-organised, creative, safe and friendly environment for living and learning and hence enhance the ethos of the school. Candidates are asked to address as many of the person specifications as possible in their application.



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At the Yes Trust, we believe our aims and vision for our students and their carers are best achieved through supported and valued team members. We offer the following benefits to all Trust employees from their first day with us:

- Access and support with training and CPD
- Specialist training where required
- Free lunch at school
- Free parking
- Nursery benefits
- Car purchase salary sacrifice scheme
- Education Mutual – access to free face to face counselling, physiotherapy, nurse help-line, prescription service whenever you need it
- Perkbox
 - A huge range of discounts, free gifts, perks including shopping, eating out, holidays
 - The wellness Hub – access to a variety of practical and useful resources
 - Medical – on-line GP appointments, prescriptions and advice at a time convenient to you



The Youth Engagement Schools Trust (YES TRUST) Safer Recruitment Policy Statement

The safe recruitment of staff in The YES Trust is the first step in the effective safeguarding and promotion of welfare for our children. The YES Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and other workers in The YES Trust to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

This YES Trust recognises the value of, and seeks to achieve a diverse workforce which includes people from diverse backgrounds, with different skills and abilities. The YES Trust is committed to ensuring that the recruitment and selection of all who work within The YES Trust is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. The YES Trust will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion, or creed.

The YES Trust will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the intended role.

The YES Trust will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. The YES Trust will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed to The YES Trust.

The following pre-employment checks will be required:

- receipt of at least two satisfactory references as well as verification of the candidate's identity and a satisfactory Enhanced DBS check
- verification of the candidate's medical fitness
- verification of qualifications
- verification of professional status where required e.g. QTS status (unless properly exempt)
- the production of evidence of the right to work in the UK
- for teaching posts, verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)

NB It is illegal for anyone who is barred from working with children to apply for, or work in our YES Trust in any voluntary or paid capacity.

*In exceptional circumstances, where you have good reason not to want your referees to be contacted prior to interview, you should set out your reasons with your application form. The YES Trust will liaise with you and where they agree to defer in such cases, referees will be contacted immediately after interview and before an offer of employment is made.

The YES Trust maintains a single central record of recruitment and vetting checks, in line with the statutory requirements.

The YES Trust requires all staff and volunteers who are convicted or cautioned for any

offence during their employment to notify the school, in writing of the offence and penalty.

All posts within the YES Trust are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and have an Enhanced Disclosure & Barring Service Certificate.

The YES Trust is committed to ensuring that people who have been convicted are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position. This will depend on the background, nature and circumstances of the offence(s). The YES Trust's Recruitment (pre-employment checks) Procedure outlines the considerations that will be taken into account when determining the relevance of a criminal record to the post.

The DBS has published a Code of Practice and accompanying explanatory guide. The YES Trust is committed to ensuring that it meets the requirements of the DBS in relation to the processing, handling and security of Disclosure information.

A copy of the YES Trust's draft Safer Recruitment Policy & Procedures is available on request.

Note re: School holidays

Before applying, please be aware that The Keystone Academy adopts a slightly different holiday calendar to other schools. Each half term is approximately six weeks in duration with two week breaks in between. This will mean that summer break will be approximately 4 weeks in duration. For further clarification please contact the Headteacher.