



Teaching Assistant

Job Pack

Mulberry Wood Wharf Primary
(Part of the Mulberry Schools Trust)



Welcome

The Mulberry Schools Trust is a flourishing multi-academy trust set up in 2017 in Tower Hamlets. Our vision is to provide an outstanding education so that our students leave us as highly qualified, confident and articulate young people. Our family of schools includes Mulberry School for Girls, Mulberry UTC, Mulberry Academy Shoreditch, Mulberry Stepney Green Maths, Computing and Science College, Mulberry Wood Wharf Primary, Mulberry Academy Woodside, Mulberry Canon Barnett Primary and Mulberry Academy London Dock

In each of our schools, we have a very clear statement of purpose – ‘outstanding achievement for all’. This vision is underpinned by the desire to do more for high-quality education for all children and young people – and a commitment to schools working together to secure an inclusive, ambitious, collegiate, and imaginative offer for parents and their children in East London.

By joining the Mulberry Schools Trust, Mulberry Wood Wharf Primary, will become part of our family of schools, with a commitment to working together to secure a great future for every child within our care.

The values of the Trust align directly with those of Tower Hamlets. We have stayed true to our ethos and principles since our founding moment. We base our policies on fairness, transparency and inclusion, whilst taking into consideration the ever-changing world our students are growing up in.

Our aim is to provide all our students with the best education regardless of their starting point. We provide a service to our families and we hold true to the fundamental principles of equal opportunity and inclusion for all. Visit our website below for more information about our work.

We look forward to meeting you.

Dr Vanessa Ogden

CEO
Mulberry Schools Trust



Our Vision

Our vision is to be a key provider for quality education so that all of our students leave us as highly qualified, confident and articulate young people with a wealth of experience.

This vision is under-pinned by moral purpose – a desire to do more to improve the quality of education for all children and young people – and a commitment to schools working together to secure an inclusive, ambitious, collegiate and high-quality offer.

A Mulberry education is premised on three under-pinning principles:

1. Access to education and the chance to be educated is a human right in a civilised world.

We believe that every young person should receive the same opportunities and quality of education, regardless of their natural ability or where they come from. Our Trust was formed to enable our partners to deliver the best possible educational outcomes for their young people and the communities they serve through sharing expertise and promoting outstanding practices.

2. Education should provide rich intellectual and personal development for individuals and communities of people.

An education offered by the Trust is concerned with the spiritual, moral, social, cultural and physical development of people so they have self-determination and can create for themselves fulfilled, happy lives. It is also concerned with equipping people for employment, making a contribution to the economy as well as enabling them to sustain themselves financially.

3. Education is a public good.

To have universal school education brings economic and social benefits to the whole of society; it creates greater peace, prosperity and economic and social well-being. The Mulberry Schools Trust is outward facing and contributes to education beyond the doors of its own schools.

These principles shape the aims of the Trust's education: the curriculum that is delivered, the personal development that is offered and the wider opportunities that are provided across the system.

Our Aims

Our aim is to develop creativity, leadership and a life-long love of learning in our students which will enable them to lead enriched, happy and fulfilled lives, making a contribution to their own community, to British society and to global well-being.

Every student will receive an education that:

1. Engenders high levels of academic and technical ambition
2. Provides rich personal development
3. Enables the development of students' high aspirations and self-determination

Bringing Down Barriers to Success

Our shared background in providing for disadvantaged communities has inspired the Trust to build up a broad network of partnerships to aid and develop student experience, opportunity, drive and success. It is our belief

that there should be no barriers to each child's future and that society should, and can, be a level playing field. Aspiring for this to be reality we promise to:

- Emphasise high quality subject teaching that is reinforced by excellent support for learning and intervention.
- Deliver inclusion services that assist personal development.
- Provide excellent pastoral care so no student goes unsupported.
- Continually develop strong leadership and have high levels of expertise in education, supplemented by knowledgeable, committed and challenging governance.

Partnerships with Impact

The Mulberry Schools Trust's corporate and arts partners, such as Bank of America Merrill Lynch, the British Film Institute, the National Theatre, the London Stock Exchange Group, the Donmar Warehouse, the Southbank Centre, Barts NHS Trust and others, will all contribute extensively and be central to the wider extra-curricular experiences that the Trust is able to offer to achieve its aims.



About Mulberry Wood Wharf Primary

Mulberry Wood Wharf Primary is a brand new primary free school, it will be a two-form entry primary school, mainly serving families in the new Wood Wharf housing development where over 3,000 new homes have been built, and the surrounding area.

Our vision for Mulberry Wood Wharf Primary is to create an outstanding, fully inclusive primary school that ensures the needs of all children are met and which makes a vibrant and meaningful contribution to residents in the surrounding area.

We believe in the importance of primary education in shaping a child's adult life. We know that children's futures are often formed by the age of ten and we regard the place of nursery and primary education as an essential part of our family.

Our curriculum offer at Mulberry Wood Wharf Primary will ensure children learn about their local and national communities and international issues. We will encourage active participation through child-led activities, such as working with charities, fundraising and helping others. We will ensure children are fully aware of both their rights and responsibilities. We will use our curriculum as a vehicle for children to be educated about current world issues, such as the environment, poverty and human rights.

Coherent routes through education from nursery through to age 19 are powerful, not just for children but for schools and their communities, in terms of improving practice and knowing families well, establishing long-standing positive relationships to benefit children as they progress.

Mulberry Wood Warf Primary is based in Canary Wharf in the Wood Wharf district of Canary Wharf, Isle of Dogs, London, E14.

The School Day

The school day for Mulberry Wood Wharf Primary will be as follows:

- 8.00-8.45 Breakfast club
- 8.50-9.00 Arrival
- 9.00-10.15 Phonics
- 10.15-10.30 Break/play
- 10.30-11:30 Maths
- 11.30 -12.00 English
- 1.00-3.30 Foundation subjects
- 3.30-5.30 Enrichment/after school classes / wrap around supervision

Hours allocation per week / % curriculum time

We will allocate curriculum time within the timetable, as follows:

- English and literacy 7.5 Hr 33%
- Maths, Numeracy and Computing 7.5 Hr 33% Science and PE 3 Hr 13%

- Arts/MFL 3 Hr 13%
- Humanities/PSHE and RE 1.5 Hr 7%





The Curriculum

The curriculum is ambitious, broad and balanced, tailored to the needs of Mulberry Wood Wharf Primary's community. It is consistent with the fully inclusive, aspirational vision of the Mulberry Schools Trust and focused on outstanding achievement for all. Mulberry Wood Wharf Primary will be an educational environment in which all pupils will become accomplished and confident with the skills and aspirations to move to each phase of their education from early years to primary, on to secondary and into higher education, training or employment at age 19.

Our curriculum will follow the National Curriculum, with PSHCE (Personal, Social, Health and Citizenship Education) and the local agreed syllabus for RE (Religious Education). Spiritual, moral, social and cultural development will be infused throughout children's learning experience. Outdoor learning and physical education will also feature strongly within the daily life of the school, using to full advantage the leisure centre facilities available to the school as well as the local park close by. The River Thames itself and the waterways

within the Isle of Dogs will also provide a rich external environment for learning from which our curriculum will benefit.

We are keen to build on the Early Years foundation stage and the principles of learning and how play based learning can continue to support pupils through Key Stage One and beyond.

The curriculum will be based upon strong, well-planned teaching and learning in English and mathematics with other subjects taught through both a thematic and discrete approach. There will be cross-curricular links and vibrant experiences with enrichment activities appropriate to age and need, to bring the curriculum alive and to engage and motivate children. Extra-curricular activities will be planned to deepen learning, provide opportunities for choice, give time for additional tuition where necessary and allow children with emerging and established talents to flourish. Our wrap-around care provision and homework will add further opportunities for enrichment and deeper learning.

For the most able, the curriculum will stretch and challenge all children and allow for quick progress in basic skills, with opportunities for cross-curricular learning to be applied to different situations and for the deepening and extending of knowledge.

CURRICULUM PRINCIPLES

Our aims are focused on the intellectual, practical and personal development of children. The following underpins our curriculum model:

- ⦿ English – A swiftly growing competence in the essential basic skills of speaking, listening, reading and writing with the ability to use language fluently to express themselves through a variety of forms.
- ⦿ Maths – A swiftly growing competence in the essential basic skills of number and mathematics, promoting their proficiency in logic, problem-solving and number pattern, with an appreciation of the use of number throughout daily life, as well as in its more abstract forms
- ⦿ Foundation subjects and RE – A strong knowledge and understanding of the world around them learned through the foundation subjects and RE, with a love of learning and the ability to pursue their passions further independently. The arts, sciences, computing and digital technology will be at the forefront of our enrichment programme for pupils, drawing upon the resources of our external partners
- ⦿ Spiritual, moral, social and cultural development – A deep knowledge of themselves through engagement with PSHCE and rich, varied and frequent opportunities for spiritual, moral, social and cultural development.
- ⦿ Creativity – The capacity for imagination, curiosity and creativity, promoting the desire for discovery, invention and entrepreneurialism
- ⦿ Learning without limits – Resilience and self-regulation in learning, with a 'growth mindset' and the ability to know when to ask for help from peers and adults and how to find it
- ⦿ Social skills – A range of social skills, capability in teamwork and capacity for independence from adult support in learning
- ⦿ Engagement with the physical environment – Experience of outdoor learning, engaging with the environment through physical activity and exploration. There will be a full range of trips and visits to promote this development
- ⦿ Self-care and physical development – Knowledge of self-care and how to look after physical health as well as emotional and mental well-being

Job Description

Job Title: Teaching Assistant

Reports to: Classroom Teacher

Salary scale: NJC SCALE 3, Spine Point 5-6

Work Pattern: Term-Time Only

Hours of Work: 35 hours per week (07.45am-15.15pm and 08:30am-16:00pm Monday to Friday- to be agreed with the Headteacher). Will need to run after school club until 16.30pm one day a week. Working hours are subject to review/change as and when the needs arise, to meet the demands of the school services.

Duration: Permanent

About the Role

The purpose of the job is to support teaching and learning in order to raise the standard of children's achievements, particularly in literacy and numeracy.

Key Accountabilities, Duties and Responsibilities

This post is complementary to that of the teacher, working in partnership to help further the aims of the academy. You will be required to carry out a wide variety of tasks under the direction and supervision of the teaching staff. These tasks will include assisting and supporting teachers in their professional duties and supervising children's work and play activities.

All staff are expected to have a clear understanding of the aims, objectives and ethos of the school, and an awareness of its role in the community.

The post holder is expected to be sensitive to the needs and expectations of the local community.

The post holder may be directed with a pupil with special educational needs on the direction of the headteacher.

Main Responsibilities:

- To work with individual children and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
- To contribute to records of children's progress and achievements, as agreed with the class teacher / SLT.
- To contribute to the class teacher's planning for individuals and groups.
- To provide practical support to the class teacher in maintaining a purposeful, orderly and supportive environment for learning.
- To provide care with regard to the physical welfare of children/students, including changing nappies when appropriate.

- To be a trained First Aider.
- To undertake other similar duties commensurate with the grade provided such duties are within the competence of the postholder.
- 1:1 support for pupils with special educational needs

Job Activities

- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher / SENCO / EMTAG Co-ordinator.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- To meet regularly with the Class Teacher / SENCO / EMTAG Co-ordinator during contracted hours to discuss children's progress and to plan and review support.
- To attend formal meetings during contracted hours to discuss children's progress with parents and other professionals as part of the relevant staff group.
- To support the school's aims and ethos.
- To familiarise with, actively support and comply with all the school's policies and procedures e.g. Health and Safety, Equal Opportunities, Safeguarding, Behaviour.
- To undertake supervision of playground activities as directed by the Headteacher.
- To undertake care tasks related to children's welfare in accordance with Trust guidance and procedures e.g. changing nappies.
- To accompany children and teachers on educational visits and trips during contracted hours, including entering the swimming pool during lessons to support a child.
- To actively participate in the school's performance management scheme, as specified in school policy, meeting regularly with the post holder's line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.
- To undertake other relevant and appropriate training during contracted hours, as identified with the line manager at a Performance Management Review.

Other Specific Duties

- To continue professional development in role.
- To engage actively in the support staff appraisal review process.
- 1:1 support to pupils with SEND needs, as and when directed by the Headteacher.

Equality, Diversity and Inclusion

- Adhere to the Trust's policies and ensure anti-discriminatory practice in all aspects of the role.
- Responsibility for ensuring compliance with equality legislation.

Safeguarding

- The post-holder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Mulberry Schools Trust.
- Any safeguarding and child protection issues will be acted upon immediately by informing a Designated Child Protection Lead.

- The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf.

Health and Safety

The Health and Safety at Work Act (1974) places duties on all employees:

- To take reasonable care for their own Health and Safety and that of other persons who maybe affected by the individual's acts or omissions at work.
- To co-operate with management to enable them to carry out their duties and comply with all relevant Health and Safety legislation.
- Not intentionally nor recklessly to interfere with or misuse anything provided in the interests of health, safety or welfare.
- To assist management/leaders in preparing, implementing and updating all relevant risk assessment for their area of responsibility.

Person Specification

- Recognised qualification in child development/Early Years/Numeracy and Literacy/Special Education Needs
- To be able to demonstrate good literacy and numeracy ability
- The ability to work as part of a team
- The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
- Good standards of spoken and written English
- The ability to establish and maintain effective working relationships with teachers and other members of staff
- The ability to accept guidance and direction from teachers
- The ability to distinguish between the roles and responsibilities of the Teaching Assistant and the class teacher
- The ability to keep written records and support the literacy and numeracy skills with confidence
- An awareness of how pupils learn and the various factors which affect their learning
- An awareness of the need to show respect and value pupils as individuals
- An understanding of commitment to inclusive education
- A willingness to undertake paid training to develop job related skills and qualifications as appropriate
- A sympathetic approach to parents and an understanding of the need for confidentiality
- A commitment to the Trust's Equal Opportunities Policy
- Be prepared to work throughout the school with any age group
- The ability to adapt to differing environments within the school and to the needs of different children
- To be committed to following safeguarding procedures to ensure that all children are safe and secure within the school

Personal Attributes

- Presents a positive role model in carrying out duties and when representing the school.
- Commitment always to act with integrity, honesty, loyalty and fairness
- Values the needs of individual children and the diversity of their cultural backgrounds, providing equal opportunities in access to learning
- Be a good listener who exemplifies to others how to be an effective reflective practitioner and life-long learner
- Possess excellent communication skills both verbal and written
- Warmth and enthusiasm, with an ambitious approach to promoting children's learning
- A desire to learn and participate in appropriate training

Candidates should demonstrate how they meet these selection criteria in their application form, their supporting statement and the selection interview, including supporting tasks.

This job description and person specification is correct at the date of publication and may alter over time as the needs of the Trust change. The job description will be discussed as part of the Trust's appraisal policy and may be amended after discussion with the post holder.

How can I apply?

You will need to complete the online application available on the school's website, explaining why you are the perfect person for this exciting opportunity. Please be aware that we do not accept any CVs.

If you have any questions about the role or the process, please get in touch with the school's HR Business Partner, Husna Bibi - hbibi@mulberryschoolstrust.org.

Closing Date: 9am, 3rd June 2024

Interview Date: w/c 7th June 2024

Start Date: September 2024

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance. We are dedicated to equality and valuing diversity.

Candidates who are selected for interview will be informed following the shortlisting process and full details of the interview will be provided. If you do not hear from us within 14 days of the closing date of the position, unfortunately, you have been unsuccessful on this occasion.

We will seek references on shortlisted candidates and may approach previous employers for information to verify experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.