

# Olive Hill Primary Academy

*A member of Stour Vale Academy Trust*



## Level 2

### Send Teaching Assistant

**Including working 1:1 with children who have a high level of need**

### Candidate Pack

### Fixed Term

**Happy. Confident. Responsible. Successful**



**Advert**  
**Level 2 SEND Teaching Assistant**  
**(Including working 1:1 with children who have a high level of need)**  
**Fixed Term**  
**Grade 3, SCP 3-4**  
**32.5 hours per week for 39 weeks**  
**Salary £17,240-£17,525**  
**Pay Award Pending**

Do you believe in creating a culture of excellence in which all children are put at the heart of every decision made?

Do you demonstrate a commitment to excellence and continuous growth in all that you do?

Do you have the integrity, compassion, and creativity to work with a fantastic team of professionals?

Are you committed to doing the best for each and every child - enabling them to be happy children, confident individuals, responsible citizens and successful learners?

If you answered yes to the above questions, then the Head teacher and Governors of Olive Hill Primary Academy welcome your application for this position.

Olive Hill is a two-form entry primary school, taking 60 children in each year group. We also have our own nursery provision and can accommodate two-year-olds through a private provider, Acorns. Our lovely school has expanded over-time and offers lots of facilities for our children to learn in a vibrant environment. We have extensive outside space, including a trim trail, a forest school area, two large fields and a range of hard surfaces.

We are a founding member of the Stour Vale Multi Academy Trust and we are proud to learn in partnership with our other schools (Holywell Primary, Huntingtree, Moat Farm Infants, Moat Farm Junior School, Newtown Primary, Northfield Road Primary, Oldbury Academy, Queen Victoria Primary, Redhill School, Ridgewood High School, Earls High School) and beyond.

Stour Vale Academy Trust is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake an enhanced disclosure check by the disclosure and barring service. Stour Vale Academy Trust is an equal opportunities employer and welcomes applications from all qualified candidates irrespective of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

**Closing date Monday 18<sup>th</sup> November 2024**

**Shortlisting: Monday 18<sup>th</sup> November 2024**

**Interviews: Wednesday 20<sup>th</sup> November 2024**

**Please see the full candidate pack for details on how to apply.**



## About Olive Hill Primary Academy

Olive Hill Primary Academy is larger than the average primary academy, with 470 pupils currently on roll from Nursery to Year 6. On 1<sup>st</sup> September 2017, the school became part of the Stour Vale Academy Trust. It was a founder member, alongside The Earls High School and Redhill School.

Our core value is the belief that we are here for each and every child. We believe that fairness is giving every child what they need to be happy children, confident individuals, responsible citizens and successful learners. In delivering our core value, we demonstrate a commitment to excellence and continuous growth through developing leadership in every role, trust and transparency. At Olive Hill we deliver a broad and balanced curriculum that incorporates character development, academic achievement and oracy. We are rigorous, robust and relentless in our pursuit of excellence through having the highest expectations of the children and ourselves. We act with integrity and compassion at all times. It is the strength of our relationships that allow us to deliver a high-quality education to all.

Olive Hill has a stable staff team who share a strong commitment to learning from the best practice in order to provide the best possible education and care for each individual child. The drive for the continued improvement in the quality of teaching has led to significantly improved rates of pupil progress, culminating in much improved attainment by the end of Key Stage Two. In comparison with national expectations, previously our children have entered nursery with low attainment and attainment at the end of Key Stage Two is now above the national figure.

The school provides a popular breakfast club and a private provider, Acorns, works closely with us to provide after school care in the school hall and provision for two-year-olds and three-year-olds in our community room.

Part of the school building dates back to 1938. Since January 2012, a substantial part of the school's budget reserves and devolved capital have been spent on renovating this space. This has created a much-improved learning environment for children and staff. In 2015 the playground area was enlarged, and a new sport's pitch and forest school area were added.

Historically there has been a high level of mobility across the school, making it even more important that the school continues to have robust assessment procedures and tracking of progress in place, alongside a very consistent approach to fostering excellent conduct and learning behaviour. Good liaison has enabled us to make immediate provision for the specific needs of children who have joined us from other primary schools or recently entered the country.

16% of children at Olive Hill are identified as having a special educational need. The percentage of children known to be eligible for the pupil premium grant is above the national figure at 24%. The percentage of children whose first language is believed not to be English is 30%. The good provision made for these individual children is enhanced by a strong partnership with the Learning Support Service, Educational Psychology, Virtual School and other relevant outside agencies.

Our school is a great place to work and learn. We are part of supportive community of parents, carers and other relatives. The staff team are dedicated to their profession and go above and beyond to provide the children with a rich education. The senior leaders act with compassion, integrity and a drive for excellence. The children are incredible and deserve the very best from the adults around them.

**Our most recent OFSTED, in January 2022, recognised that:**

*"Staff expect pupils to behave well, and they do. Pupils know they must always be ready, respectful and safe"*

*"Pupils are at the centre of leaders' thinking in this inclusive school. Staff know the pupils well. They have an accurate view of pupils needs. Staff make sure that pupils are supported emotionally and that their pastoral needs are met. Leaders and staff want the best for pupils. They build caring relationships with them and their families"*

*"Pupils said that they feel safe and happy at school, and that they would recommend their school to anyone"*

## **ABOUT STOUR VALE ACADEMY TRUST**

Our multi-academy trust was founded in 2017 and developed from collaboration between schools, the significant positive impact of which convinced three schools, two secondary and one primary, that together we would have much greater capacity to continuously improve. Over time, Stour Vale has steadily grown. We began as a cross-phase multi-academy trust and as we have grown, both secondary and primary schools have joined us. There are currently twelve member schools, five primary, one junior, one infant with day nursery and four secondary.

As a successful family of schools, delivering high-quality education for the communities we serve, Stour Vale values its diversity. Each school brings their own distinct character, community, history and identity. We celebrate the uniqueness of member schools, recognising that there is a great deal to learn from education in different contexts. This is also the reason why we remain outward-looking, committed to learning from research and excellent practice across the education system.

## OUR VISION AND VALUES

Stour Vale Academy Trust holds children and young people at the heart of all that we do. We recognise that as a multi-academy trust we exist in order to advance education for the public good. Our mission, therefore, is to improve life opportunities for children and young people by both providing the best possible education and care to pupils in Stour Vale member schools and by having a positive impact across the wider education system. Our values are encapsulated in four words:

# OUR VALUES



## INTEGRITY

By always acting with integrity we will deploy our resources appropriately to provide the very best education and care for pupils. This approach will enable us to recruit and retain the best staff who share our values.

We recognise our responsibility to support and challenge member schools to have a positive impact on the lives of children and young people, our communities and the wider educational system.

## RESPECT

We are committed to treating everyone with respect and promoting equality.

Stour Vale member schools are safe and inclusive schools. We value and celebrate the diversity of pupils, colleagues and the communities we serve. We believe that developing pupils' character and their own commitment to treating others with respect must sit alongside the pursuit of academic excellence.

## COLLABORATION

Stour Vale Academy Trust exists because we believe that effective collaboration has a positive impact on the life opportunities of children and young people.

We believe that working collaboratively together we have much greater capacity to realise continuous improvement in all member schools. Therefore, we seek to actively promote positive, impactful collaboration, most often with school-based staff taking the lead.

## EXCELLENCE

We are committed to constantly pursuing excellence and improving all aspects of our work as a trust.

Excellence in teaching and learning, curriculum and character development is our primary focus. This will be achieved by realising our ambition to provide top-level professional learning for all colleagues, developing leadership in every role and providing exceptional back-office services such as HR and finance.

[SVAT.ORG.UK](http://SVAT.ORG.UK)

We describe our shared approach to school improvement as 'secure autonomy'. Headteachers, with school leadership teams and staff, have autonomy to lead school improvement in their own schools, responsively and in collaboration with others within and beyond our trust. We believe that this approach enables us to grow, attract and retain excellent school leaders and to develop the most innovative and impactful school improvement strategies. We recognise that this autonomy must be secured within the structure of the multi-academy trust, and our model of challenge and support for impact, underpinned by our shared values, ensures sustained school improvement and a sharp focus on outcomes for pupils. This in turn realises our ambition that *Stour Vale* member schools will *create the difference together*.



## **Job Description**

### **Level 2 1:1 SEND Teaching Assistant**

#### **Reports to**

Headteacher  
Deputy Headteacher  
Assistant Headteacher  
Phase leader  
Class Teacher  
SENCO

#### **Purpose of the Job**

Level 2 staff provide more specific support and work under the supervision and guidance of a classroom teacher. The basic entry requirement is NVQ 2.

**Key Features:** To undertake work/care/support programmes, to enable access to learning and to assist a teacher in the management of pupils and the classroom. To support teaching staff in the development and education of pupils including the provision of specialist skills as appropriate.

To provide support for children at lunchtime to ensure that they are happy, confident, responsible and successful.

#### **Specific Accountabilities**

The post holder is required to carry out under the reasonable direction of the headteacher (or those delegated by the headteacher) the professional duties of a level two teaching assistant. The post holder must at all times carry out his/her responsibilities with due regard to the Equal Opportunities Policy. The particular duties and responsibilities may be subject to reasonable change from time to time following consultation between the headteacher and the post holder.

#### **Main Activities**

##### **Support for Pupils**

- Assist pupils, on an occasional basis, with personal hygiene routines including toilet training, changing on incontinent/sick children, dressing and undressing.
- Supervise the activities of individuals or groups of children (normally up to 8) within the classroom.
- Under the instruction/guidance of a teacher, support pupils with sensory and/or physical impairment.
- Under the instruction/guidance of a teacher, support pupils with non-specific learning difficulties



- Under the instruction/guidance of a teacher, support pupils with behavioural, emotional and social development needs e.g. implementation of behaviour management policies/promotion of school policies relating to pupil behaviour.
- Under the instruction/guidance of a teacher/external agency worker support pupils with communication and interactions difficulties.
- Assist pupils in the use of resources including IT.
- Maintain pupils' interests and motivation.
- Support individuals and group work assigned by the teacher is raising core skills.
- Support individual education plans.
- Escorting pupils home as required, with another member of staff.
- To be aware of pupil problems, achievements, progress and report to the teacher as agreed.
- Supervise and provide particular support for pupils, including those with special needs ensuring their safety and access to learning activities.
- Establish a constructive relationship with pupils and interact with them according to individual needs.
- Provide feedback to pupils in relation to progress and achievement under the guidance of a teacher.

#### **Support for Teacher/School**

- Provide support for learning activities by making a contribution to supporting a teacher in the planning and evaluation of learning activities and supporting the delivery of learning activities.
- Making a contribution to organising effective learning environments and maintaining appropriate records.
- Undertake routine marking in line with school policy.
- Design and produce displays with minimal supervision.
- Contribute information to pupil records (e.g. assessment information)
- Work with parents to enhance pupils learning
- Liaise with parents as appropriate.
- Support out of hours school learning activities (within established guidelines)
- Monitor pupils' responses to learning activities and record achievement/progress as directed.
- Provide regular feedback to teachers on pupil achievement, progress and problems.
- Promote good pupil behaviour, dealing promptly with conflict and incidents and reporting in line with school policy.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams.

- Support the use of ICT in learning activities and develop pupil's competence and independence in its use.
- Participate in training and other learning activities and performance development as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data. protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training, other learning activities and performing development as required.
- Attend and participate in relevant meetings as required.

All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

The exact focus of the role will be decided at school level and will take account of the needs of the school and the development needs of the member of staff.



# Person Specification

## Experience

- Demonstrable experience of working with or caring with children of a relevant age.
- General understanding of School policies and procedures relating to health and safety, behaviour, attendance, equal opportunities and child protection.
- General understanding of national/foundation stage curriculum and other basic learning programmes/strategies.
- Basic understanding of child development and learning.

## Qualifications / Training

- NVQ Level 2 or equivalent.
- Good numeracy and literacy skills.
- Completion of DfES Teacher Assistant Induction Programme.

## Practical Skills

- A basic knowledge of first aid.
- Ability to use relevant technology e.g. computer/ keyboard/photocopier/video.
- Demonstrate good numerical and verbal reasoning skills and literacy skills e.g. by qualification or testing with the ability to produce documentation to a good standard.
- Ability to use relevant technology and able to demonstrate knowledge and use a wide range of ICT systems and solutions.

## Personal Qualities and Attributes

- A knowledge of Equality & Diversity issues.
- Able to work constructively as part of a team with an understanding of classroom roles and responsibilities and own position within these.
- Ability to relate well to children and adults.
- Ability to work as part of a team, understanding classroom roles and own position in these.
- To comply with the Schools commitment to the protection and safeguarding of children.



**For an informal discussion please contact:**

Megan Walters  
Acting Headteacher of Olive Hill Primary Academy  
Telephone 01384 818855

**Closing date for applications:**

Monday 18<sup>th</sup> November 2024

**Please visit our websites**

<http://www.svat.org.uk/>

<http://www.olive.dudley.sch.uk/>

**Please send completed application forms to:**

Mrs Debbie Williams, Olive Hill Primary Academy, Springfield Road,  
Halesowen, B62 8JZ or by email to [dwilliams@olive.dudley.sch.uk](mailto:dwilliams@olive.dudley.sch.uk)

**Please note only successful candidates will be contacted.**

**All candidates are subject to Safer Recruitment Procedures.**