



Thornhill  
Academy

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Teaching Assistant



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Teaching Assistant at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from the Headteacher

Dear Candidate,

Thank you for the interest in working at Thornhill Academy. I am immensely proud to be the Headteacher of this academy where all staff are committed to giving our pupils the education that will help them become the very best they can be. Our vision of Learn to Live, Live to Learn, aims to prepare pupils not just for today but tomorrow and life beyond school as we see learning to last a lifetime.

Thornhill provides excellent opportunities for children to develop as learners and grow as individuals. We offer a vibrant, exciting and inclusive all round education and preparation for life and we are justly proud of the great progress and high achievements our pupils make. We expect exemplary standards of behaviour and respect for all within our inclusive school community and strive to encourage a thirst for learning.

Thank you again for your interest, this is an exciting opportunity to work in a popular, successful and forward looking academy within a well-established department with excellent facilities.

I look forward to receiving your application.

Kind regards,

Mrs S Hamilton  
Headteacher

# About the Academy

Thornhill Academy is an 11 to 16 secondary academy, with over six hundred students which occupies a large site in close proximity to Sunderland City Centre. Thornhill Academy is a unique school in its area, this uniqueness comes from the diversity of our student population. Across the school, students come from 14 different ethnicities, with 35 different languages. We are proud to be this vibrant and diverse community and have developed a culture that has moved far beyond tolerance and one in which we celebrate, learn from, and embrace our differences. The diversity of our community offers students and staff rewarding and deeply engaging experiences and supports staff on their journey to become inspirational and reflective practitioners, improving life chances for all in our community.

At Thornhill we take pride in developing each individual pupil to achieve their potential and make a positive contribution to society. We provide a safe, happy and nurturing environment in which we challenge all to strive for personal accomplishment and excellence.

Students, parents, staff and governors are proud of recent achievements here and, as well as helping students achieve the results they need to follow chosen career paths, has a huge and varied programme of activities and extra-curricular opportunities on offer.

Our Aims are to create an environment in which all take responsibility for their actions, behaviour and learning; relishing and learning from challenges. We want to create a safe, supportive and happy working environment in which diversity is celebrated and pupils and staff thrive. We have high expectations of all students in terms of behaviour and commitment to learning and of our parents in working with us as partners to support individual progress.

Thornhill Academy is a fantastic school and I believe it is our job to develop a lifelong passion for learning through high quality teaching which fosters curiosity and promotes independence. We are committed to recognising and developing the whole child: physically, emotionally, socially and intellectually, creating active and responsible citizens who lead a successful and fulfilling life.

Our young people tell us they are very happy here and we work closely with parents and carers to ensure a successful experience for all.

In December 2022, we were delighted to be named on the Department of Education's list of schools as part of the School Rebuilding Programme (SRP), being named in July 2023 as one of the fifty initial schools for development. We are now beginning the exciting journey to bring a state-of-the-art school to our community.

# About the Trust

## The Consilium Mission

*“Enriching Lives, Inspiring Ambitions”*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## **WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:**

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants

- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations



# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.





# About the Role

**Job Title:** Teaching Assistant

**Start date:** ASAP

**Hours:** 32.5 hours per week, term time + 5 days

**Contract:** Permanent

**Salary:** Grade 4 (NJC scale points 6 – 8) actual salary £17,696 - £18,335

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Do you have the drive, passion and commitment to deliver outstanding support? This is an opportunity to join a dedicated team of staff at Thornhill Academy, part of Consilium Academies who are committed to providing the best possible education for our pupils.

We are seeking to appoint a talented and committed individual to join our Learning Support Department here at Thornhill Academy. The role of the Teaching Assistant will be to work under the instruction/guidance of a teacher to provide work, care and support programmes to pupils.

The successful candidate should be supportive of the ethos and values of the school and have the ability to encourage and motivate our students. We are looking for someone with a sense of humour, who understands the importance of developing a positive culture in our organisation and has high expectations of their pupils. The successful candidates will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to Kim Weller at [kim.weller1@consilium-at.com](mailto:kim.weller1@consilium-at.com).

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is at 9.00 am on Monday 25<sup>th</sup> September 2023.**

**Interviews will take place on a date to be confirmed.**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants.

The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.

Under Part 7 of the Immigration Act 2016, the Public Sector fluency duty requires state funded schools to ensure candidates for their customer facing roles have the necessary standard of spoken English.

*Please note: If you have not been contacted within one week of the closing date please assume that your application has been unsuccessful on this occasion. We are unable to provide feedback on individual applications. Applications received after the closing time stated will not be considered.*



## Job Description

Job Title:	Teaching Assistant
Reports to:	Business Support Officer
Based at:	Thornhill Academy
Grade:	Grade 4 (NJC scale points 6 – 8)

### Main purpose of the Role

To work under the instruction/guidance of a teacher, to provide specific work/care/support programmes. To enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area.

### Core Responsibilities & Tasks

#### Support for the Pupils

- Encouraging pupils to interact and work cooperatively with other and engage all pupils in activities. Promoting independence and employing strategies to recognise and reward achievement.
- Supervise and provide particular support for pupils, including those with SEN, ensuring their safety and access to learning activities.
- Assist with the development and implementation of individual Education/Behaviour Plans and Personal Care Programmes.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Promote inclusion and acceptance of all pupils.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievements under guidance of the teacher.
- Support for the Curriculum.
- Undertake structured and agreed learning activities/teaching programmes, advising activities according to pupil responses.
- Undertake programmes linked to learning strategies e.g. literacy, numeracy, KS3, foundation etc. and feedback to teacher.
- Support the use of ICT in learning activities and develop pupil's competence and independence in use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assess pupils in their use.

#### Support for Teachers

- Assisting with display work and create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans.
- Assist with planning of learning activities and support pupils to achieve learning goals.
- Monitor the response of pupils to learning activities and record achievements/progress as directed.
- Determining the need for and preparing and maintaining general and specialist equipment and resources and assisting pupils in their use.
- Provide detailed and regular feedback to teachers on pupils' achievements, progress, problems etc.
- Promote good pupil behaviour, dealing with incidents in line with School Policy and encourage pupils to take responsibility for their own behaviour.
- Undertake routing marking of pupils' work.
- Establish constructive relationships with parents/carers.

- To be responsible for keeping and updating records as agreed with the teacher, through the monitoring and evaluation of pupil's responses to learning activities through observation of achievement against pre-determined learning objectives.
- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil's responses/needs.
- Administer routine tests and invigilate exams, and accurately record achievement and progress.

#### **General Tasks**

- Be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- To assist in meeting the physical care needs of students as required.

#### **Corporate Responsibilities**

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

#### **Additional Notes**

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

## Person Specification

<b>Qualifications and CPD</b>	<b>Essential</b>	<b>Desirable</b>
NVQ 3 for Teaching Assistants or equivalent qualification or experience.	<b>X</b>	
Where designated to work in a particular curriculum area, to work towards NVQ 2 in that subject area.		<b>X</b>
<b>Experience, Knowledge and Skills</b>	<b>Essential</b>	<b>Desirable</b>
Experience of working with children of relevant age.	<b>X</b>	
Experience of working with pupils with additional needs.		<b>X</b>
Very good Numeracy/literacy skills (equivalent to NVQ 2 in English and Maths).	<b>X</b>	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.		<b>X</b>
Ability to relate well to children and adults.	<b>X</b>	
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these.	<b>X</b>	
Working knowledge of national curriculum and other relevant learning programmes.	<b>X</b>	
Understanding of principles of child development and learning processes and in particular, barriers to learning.	<b>X</b>	
Ability to plan effective actions for pupils at risk of underachieving.	<b>X</b>	
Full understanding of the range of support services/providers.		<b>X</b>
Knowledge and understanding of autism and the impact that this has on learning	<b>X</b>	
Ability to support students with autism on a 1:1 and small group basis	<b>X</b>	
Ability to self-evaluate learning needs and actively seek learning opportunities.	<b>X</b>	
<b>Personal Attributes</b>	<b>Essential</b>	<b>Desirable</b>
Ability to relate well to children and adults.	<b>X</b>	
Ability to self-evaluate learning needs and actively seek learning opportunities.	<b>X</b>	
<b>English Fluency</b>	<b>Essential</b>	<b>Desirable</b>
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	<b>X</b>	
Passing an English or Welsh spoken language competency test or possessing a relevant spoken English or Welsh qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		<b>X</b>