

# Great Preston C. of E. Primary School/

1:1 SEND Teaching Assistants  
(B1, temporary dependent on the funding of a named child)  
Four vacancies of varying working patterns  
Recruitment Information Pack



**Great Preston C of E Primary School**  
**Preston Lane**  
**Great Preston**  
**Leeds**  
**LS26 8AR**  
**Tel: 0113 2320034**

# RECRUITMENT INFORMATION PACK

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Dear applicant,

Thank you for showing an interest in the 1:1 SEND Teaching Assistant positions at Great Preston C of E Primary School.

We are a one form entry school, with our own nursery, located in Great Preston. As a Church of England school, we have a strong Christian ethos which gives our school a genuine 'family feel'. We regularly visit St Mary the Lesser church in nearby Allerton Bywater for church services and welcome Rev. Bob Bailey into school weekly as part of our collective worship. Our school core school values are Compassion, Respect, Perseverance and Thankfulness and these are very evident as you walk around school and meet our wonderful children and staff.

We work very closely with the Brigshaw Learning Partnership (BLP) Multi Academy Trust, particularly in terms of school improvement. Staff at Great Preston Primary school participate in regular professional development meetings and training alongside BLP staff and senior leaders work in partnership to offer peer support and challenge. Although this is a partnership we are incredibly proud of, we also receive ongoing support from the local authority and Leeds Diocese which means we are very well placed to support new staff.

Following the recent approval of a number of top-up funding applications, we have four vacancies for 1:1 SEND teaching assistants. The roles are to support four children with varying needs, as specified on page 6 of this recruitment pack. Experience in supporting children with special educational needs and disabilities (SEND) would be desirable. Successful applicants will work under the guidance of teaching staff and the senior leadership team to implement individualised provision to support the child. This will involve assisting the in the planning and assessment of the child you are supporting and the management/preparation of resources to provide support in addressing the needs of the child to overcome barriers to learning.

If you are interested in applying for any of these roles, we would love to meet you and show you around our fantastic school!

Yours in learning,

Katie Pashley  
Headteacher



# VISION STATEMENT

‘Believe and Achieve Together’

At Great Preston C of E Primary School, we unlock possibilities and engrain hope, such that we all develop a sense of curiosity and individualised aspirations. From this place will come good citizens with a strong moral compass, strengthened by our deeply-rooted Christian values, helping children and adults to respect both themselves and others. Learning to think in different ways, our school community will become resilient, collaborative, reflective and creative so we are all able to make wise and discerning choices in both our learning and life paths, flourishing as 21<sup>st</sup> Century learners.

‘I can do all things through him who strengthens me.’  
Philippians 4.13

More information is available on our website:

[www.greatpreston-pri.leeds.sch.uk](http://www.greatpreston-pri.leeds.sch.uk)



## ADVERT FOR 1:1 SEND TEACHING ASSISTANT

- ✚ Are you passionate about ensuring the very best quality first teaching for all pupils irrespective of their starting points?
- ✚ Do you have experience of implementing agreed schemes of work tailored to meet the individual needs of a child?
- ✚ Do you look for solutions and opportunities rather than barriers to learning?
- ✚ Are you a good communicator and are you able to work well with outside agencies?
- ✚ Are you able to model excellent learning for the child that you will be supporting?
- ✚ Can you work effectively alongside a variety of school staff, maintaining high standards of teaching and learning?

If so, we would love to hear from you! We warmly welcome visits to school prior to application. We promote diversity and want a workforce that reflects the population of Leeds.

**We currently have vacancies for four 1:1 SEND Teaching Assistants, working as part of our Reception, Year 1 or Year 3 teams. These are all temporary posts, dependent on the funding of a named child and is to start as soon as possible.**

**Closing Date and shortlisting: Thursday 19<sup>th</sup> May 2022 at 8am**  
**Interviews: Wednesday 25<sup>th</sup> May 2022 and Thursday 26<sup>th</sup> May 2022**

Should you have any questions or to obtain an application pack, please email [gemma.greaves@greatprestonprimary.co.uk](mailto:gemma.greaves@greatprestonprimary.co.uk) or [admin@greatprestonprimary.co.uk](mailto:admin@greatprestonprimary.co.uk)  
Or telephone 0113 2320034

*The school has rigorous safeguarding procedures which are effective in all post appointments. Great Preston C of E Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced Disclosure Barring Service (DBS) disclosure and two satisfactory references.*

## **1:1 SEND TEACHING ASSISTANT VACANCIES**

**PLEASE CLEARLY STATE JOB REFERENCE NUMBERS FOR ALL POSTS YOU WISH TO APPLY FOR IN THE TOP RIGHT HAND CORNER OF THE APPLICATION FORM**

### **JOB REFERENCE 1:**

To support a child with a diagnosis of autism spectrum disorder who is currently in our Year 3 class. This position will be to work Monday to Friday 8.45am - 12.00pm, a total of 16 hours and 15 minutes per week, term time only.

### **JOB REFERENCE 2:**

To support a child with behavioural difficulties in our Year 1 class. This position will be to work Monday to Friday 10.00 to 1.30pm, a total of 17 hours and 30 minutes per week, term time only.

### **JOB REFERENCE 3:**

To support a child who presents with social and emotional needs and reduced pragmatic skills. This position will be to work Monday to 9.30am – 1.00pm & Friday 10.45am – 1.00pm, a total of 16 hours and 15 minutes per week, term time only.

### **JOB REFERENCE 4:**

To support a child with behavioural difficulties in our Reception class. This position will be to work Monday to Friday 9.30am - 1.00pm, a total of 17 hours and 30 minutes per week, term time only.

# APPLICATION PROCESS AND SAFEGUARDING REQUIREMENTS

## Making an Application

### Application Form

**Please note the relevant job reference number(s) as detailed on page 6 when applying for these positions.**

If you wish to be considered for this post please complete the enclosed application form providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (eg gap year, career break, unemployed, etc).

You will note that we require details of two referees, one of which must be your current or most recent employer.

CVs are **not** accepted as part of the application process.

### Supporting information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

**Please remember to sign the declaration on the final page of the application form.**

**The closing date for applications is: Thursday 19<sup>th</sup> May 2022 at 8am**

## Interview and Selection Process

Those candidates who meet all the requirements for the post will be short listed and details of the interview programme will be confirmed in writing.

**Interviews are scheduled to take place on: Wednesday 25<sup>th</sup> May & Thursday 26<sup>th</sup> May 2022**

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

## Induction and Continuous Professional Development

The head teacher and governing body are committed to ensuring your well-being and continuous professional development in this role. On appointment the Headteacher will discuss an appropriate induction programme with you that will help familiarise you with the culture of the school, local practices, policies and expectations.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications.

## Pre-employment checks

### References

If you are short listed we will normally take up references **before** the interview date. One of your referees must be your current or most recent employer. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, sickness absence record, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Copies of references or references that are addressed “to whom it may concern” will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process.

### DBS, Prohibition & Disqualification By Association checks

Employment at this school is subject to an enhanced check with the Disclosure and Barring Service. Checks will also be made against the Protection of Children List (PoCA) and the DCSF List 99. Employment is also subject to a disqualification by association check. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are ‘spent’. All posts at this school are regarded as such. However, spent and/or unspent convictions may not necessarily make you unsuitable for appointment.

### Validation of Qualifications

All short listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

### Right to Work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

### Medical Assessment

A satisfactory medical assessment will be required for newly appointed staff before we confirm any offer of an appointment.

## School Policies

### Child Protection

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership team who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

### Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore our policy is to ensure that all staff are made aware of their duty to raise concerns about any inappropriate attitude or actions of colleagues.

### Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils. The head teacher and governing body regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Teachers are bound by the school code of conduct and safeguarding procedures.

### Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

**Full details of all these policies are available in school.**

## GDPR

### Privacy Notice

The information detailed in the application form will be used in order to process your application and in line with the school's Recruitment and Selection process. The lawful basis for processing this information is with a view to entering into a contract with you.

Your information may be shared with Avec HR in their role as data processor under the terms of the service level agreement where they have a legitimate business need to access it, and externally where required for the recruitment process, for example, in order to obtain references or where background checks are required. Your information will only be shared where necessary, and in accordance with data protection law.

If successful, the application form will be retained on your personnel file and kept for a period of 6 years after the termination of your employment. Application forms submitted by unsuccessful candidates will be destroyed after six months from the date the post was appointed to.

For more detailed information about how your information will be processed, and for details of their Data Protection Officer, contact school directly. Information regarding your rights in relation to your personal data are available via the Information Commissioner's Office: [www.ico.org.uk](http://www.ico.org.uk).

## Queries

If you have any queries on any aspect of the application process or need additional information please contact the School Business Manager on 0113 2320034 or email [gemma.greaves@greatprestonprimary.co.uk](mailto:gemma.greaves@greatprestonprimary.co.uk)

## School / Leeds City Council Job Description

|                                                      |
|------------------------------------------------------|
| <b>School</b><br>Great Preston C of E Primary School |
|------------------------------------------------------|

|                                         |                              |                            |
|-----------------------------------------|------------------------------|----------------------------|
| <b>Post Title</b><br>Teaching Assistant | <b>GRADE</b><br>Level 1 (B1) | <b>JE Ref</b><br>300 / 301 |
|-----------------------------------------|------------------------------|----------------------------|

|                                                                        |
|------------------------------------------------------------------------|
| <b>Post(s) to which directly responsible</b><br>Immediate Line Manager |
|------------------------------------------------------------------------|

|                                               |
|-----------------------------------------------|
| <b>Post(s) for which directly responsible</b> |
|-----------------------------------------------|

|                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Purpose of job</b><br>To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Responsibilities</b> <ul style="list-style-type: none"><li>• To attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters</li><li>• To supervise and support pupils ensuring their safety and access to learning</li><li>• To establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs.</li><li>• To promote the inclusion and acceptance of all pupils</li><li>• To encourage pupils to interact with others and engage in activities led by the teacher</li><li>• To encourage pupils to act independently as appropriate</li><li>• To prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil's work.</li><li>• To be aware of pupil problems/progress/achievements and report to the teacher as agreed.</li><li>• To undertake pupil record keeping as requested</li><li>• To support the teacher in managing pupil behaviour, reporting difficulties as appropriate</li><li>• To gather/report information from/to parents/carers as directed</li><li>• To provide clerical/admin. support - photocopying, typing, filing, collecting money etc.</li></ul> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- To support pupils to understand instructions
- To support pupils in respect of local and national learning strategies - literacy, numeracy, early years, as directed by the teacher
- To support pupils in using basic ICT as directed
- To prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.
- To 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.
- To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- To contribute to the overall ethos/work/aims of the school
- To appreciate and support the role of other professionals
- To attend relevant meetings as required
- To participate in training and other learning activities and performance development as required.
- To assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- To accompany teaching staff and pupils on visits, trips and out of school activities as required.
- To ensure promotion and support of Equal Opportunities and Health & Safety
- To undertake any other duties that are commensurate with the post

### **Relationships**

The postholder will be required to work flexibly to deliver an efficient Service.

There will be regular contact with pupils, colleagues, other members of staff, line managers and internal and external customers

### **Economic conditions**

|                        |                            |
|------------------------|----------------------------|
| Grade:                 | Level 1 (B1)               |
| Annual Leave:          | Term time only working     |
| Hours:                 | <b>Various- see page 6</b> |
| Conditions of Service: | NJC Conditions apply       |

### **Prospects**

#### **Promotion**

Whilst there is no automatic progression to any more senior posts, opportunities do exist for advancement and promotion, dependent upon normal staff movements and on the capabilities of the individual post holder.

#### **Training**

The school encourages training both “in-house” and external to meet the needs of the individual and of the Service.

### **QUALIFICATIONS**

Level 1 Teaching Assistant or equivalent experience.

**EMPLOYEE SPECIFICATION:**

Detailed below are the types of skills, experience and knowledge that are required of applicants applying for the post. The 'Essential Requirements' indicate the minimum requirements, and applicants lacking these attributes will not be considered for the post. The points detailed under 'Desirable Requirements' are additional attributes to enable the applicant to perform the position more effectively or with little or no training. They are not essential, but may be used to distinguish between acceptable candidates.

| SKILLS                                                                      | Ess | Des | M<br>O<br>A |
|-----------------------------------------------------------------------------|-----|-----|-------------|
| Good numeracy/literacy skills                                               | *   |     | A<br>&<br>I |
| Able to use a range of office equipment (e.g. printers, photocopiers, fax). | *   |     | A<br>&<br>I |
| Ability to relate well to children and adults                               | *   |     | A<br>&<br>I |

| KNOWLEDGE/QUALIFICATIONS/TRAINING                                                                                            | Ess | Des | M<br>O<br>A |
|------------------------------------------------------------------------------------------------------------------------------|-----|-----|-------------|
| Working with or caring for children of relevant age                                                                          | *   |     | A<br>&<br>I |
| Appropriate knowledge of first aid                                                                                           |     | *   | A           |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these |     | *   | A<br>&<br>I |
| Participate in development and training opportunities                                                                        | *   |     | A<br>&<br>I |
| Completion of DfES Teacher Assistant Induction Programme                                                                     |     | *   | A<br>&<br>C |

| EXPERIENCE                                                     | Ess | Des | M<br>O<br>A |
|----------------------------------------------------------------|-----|-----|-------------|
| Experience of dealing with queries from a wide range of people | *   |     | A<br>&<br>I |
| Experience in the use of the Microsoft package                 | *   |     | A<br>&<br>I |

| BEHAVIOURAL AND OTHER RELATED CHARACTERISTICS                                                                                 | Ess | Des | M<br>O<br>A |
|-------------------------------------------------------------------------------------------------------------------------------|-----|-----|-------------|
| Willing to abide by the Council's Equal Opportunities Policy in the duties of the post, and as an employee of the Council.    | *   |     | I           |
| Willing to carry out all duties having regard to an employee's responsibility under the Council's Health and Safety Policies  | *   |     | I           |
| To display a responsible and co-operative attitude to working towards the achievement of the service area aims and objectives | *   |     | I           |
| An ability to respect sensitive and confidential work.                                                                        | *   |     | I           |
| Commitment to own personal development and learning.                                                                          | *   |     | I           |

|                           |                      |
|---------------------------|----------------------|
| METHOD OF ASSESSMENT(MOA) | A = Application Form |
|                           | T = Test             |
|                           | I = Interview        |
|                           | C = Certificate      |