



1:1 TEACHING ASSISTANT

START DATE: AS SOON AS POSSIBLE



November 2024



Dear Applicant,

Thank you for expressing an interest in the post of 1:1 Teaching Assistant at Sturminster Newton High School.

Accompanying this letter is information about the school which we hope will provide you with everything you need to know to apply for the post. The school website also gives further details about us.

This is a part-time, fixed term role commencing as soon as possible. Our new recruit will join a team of professional, experienced and able specialists, dedicated to continuing to provide the high level of teaching and support to which our students have become accustomed.

Sturminster Newton High School is a mixed 11-18 comprehensive school with a good reputation as a small, community focussed school serving a wide rural catchment area. Our school is grounded in our three clear values of **Respect, Responsibility and Resilience** and we expect stakeholders to demonstrate and promote these at all times. The school has a strong and established culture and this is grounded in its three guiding principles; **knowing our community, a sense of belonging and teaching and learning that inspires**. These three principles are woven into all elements of both strategic and operational school management and are key to all we do at Sturminster Newton, both in and outside the classroom. Ongoing professional development and staff wellbeing is priority for the school and you can expect to be supported by a visible and experienced SLT.

We are proud to be a SAST School. SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

We are looking for a team member with high expectations and standards, the ability to inspire but also the capacity to laugh and enjoy the challenges of this role. You need to be a team player and you will go the extra mile to support. In return, you will join a trust that is full of activity, opportunity, and optimism. You will be strongly supported by our SLT in your work to ensure our provision is the best.

You are very welcome to visit us in advance of an application or to contact us to find out more. We look forward to reading your application and we will contact all applicants following shortlisting.

Very best wishes

A handwritten signature in black ink, appearing to read 'Donna London-Hill', written in a cursive style.

Donna London-Hill,
Executive Headteacher

A handwritten signature in black ink, appearing to read 'Mike Motteram', written in a cursive style.

Mike Motteram,
Head of School

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 02nd December 2024**

The interviews will be held on **Friday 06th December 2024**

Salary: Grade 6, scale point 6: £17,563 per annum
Contract: Fixed term until 23.07.2025, 30 hours a week, 39 weeks a year (term time plus inset days)

We are looking to appoint a caring and empathetic 1:1 Teaching Assistant with energy and enthusiasm, and a love for working with young people. This is a wonderful opportunity to join a school within a Trust with great potential, some real strengths and the ability and desire to develop further. Previous experience of working with children or young people is required.

This role is to support a named child to enable the student to achieve their full learning potential and facilitate their personal, academic, social, and moral development.

You are asked to provide the following:

- A completed application form
- A letter of application of no more than 2 sides of A4 detailing your experience and expertise

Completed applications should be emailed to: recruitment@sast.org.uk.

Should you wish to arrange a visit to view the school, please do not hesitate to contact Jo Bruton at 4179jbr@mynhs.net who will be happy to arrange this.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.

This role is UK-based and your right to work will need to be established as part of the appointment process. (Internal ID Number: RAF533)

JOB DESCRIPTION



Post: 1:1 Teaching Assistant
Scale: Grade 6

Main job purpose:

- To work with a named child to develop 1:1 support arrangements, which enable the pupil to overcome a range of barriers to learning.
- To enable the child to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To ensure a good relationship can be built with the child, the successful candidate will need to be confident with their communication skills.
- To assist the Headteacher/SENCO to promote the child's academic, social and emotional development. This will be achieved through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment.
- To have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. To work as part of a team to develop the effectiveness of this role.

Main responsibilities and duties:

- To support the teaching and learning processes.
- To assist the SENDCo/Headteacher in the assessment of pupil need and capability, and developing, implementing and managing predominantly individual pupil learning strategies aimed at the:
 - management of pupil learning and behaviour;
 - establishing and maintaining of relationships with the specified pupils in support of the pupil's learning activities;
 - continuous review and development of the postholder's professional practice/skills and competences; inclusivity of pupils with identified SEN needs.
- Develop, maintain and apply knowledge and understanding of an identified pupil's specific learning needs. To ensure that support is given commensurate with the specified need of the pupil.
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
- Focus support in areas needing improvement both academic and social/emotional.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage the named pupil to concentrate on and fulfil the tasks set.
- To assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Liaise with parents/carers as appropriate.
- Network with other Teaching Assistants, teachers and professionals, e.g., Educational Psychologists.

Knowledge and skills

- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent. NVQ level 3/BTEC in Learning Support is desirable.
- Know and behave in a way that shows an understanding that positive and encouraging relationships with children is the foundation to helping them be successful.

- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- To undertake continuous professional development. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the general level and quality of support given to pupils and teachers and to maintain the identified competence of the postholder.

Key contacts and relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.
- Contact with Health Service professionals to provide support when necessary.
- Contact with parents / carers and other agency staff, including specific learning bodies, to provide support for pupils, such as giving feedback on the named pupil's progress.

Working environment

A normal school environment, with a variety of learning environments including classrooms and specialist areas, although the job holder may be involved in external school activities, such as educational visits.

PLEASE NOTE that this is for guidance only and is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. The duties of this post could also vary from time to time as a result of new legislation, changes in technology, policy changes or as reasonably assigned by the Head of School.

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by Sturminster Newton High School and Sherborne Area Schools' Trust.
- Understand the importance of inclusion, equality and diversity and to promote equal opportunities for all.
- Uphold and promote the values and ethos of Sherborne Area Schools' Trust.
- Take a proactive approach to health and safety to minimise and mitigate potential hazards and actively contribute to the security of the school.
- Participate in workplace learning and development opportunities and work to continually improve own and team performance.

Safeguarding Responsibilities for this post

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as caring for an injured/upset child. It may have regular contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

PERSON SPECIFICATION

Applicants will be shortlisted on the basis of demonstrating that they fulfil the following criteria in their application form and should include clear examples of how they meet these criteria. You will be assessed in some or all of the specific areas over the course of the selection process.

Essential criteria are the minimum requirement for the above post.

Qualifications/ training/registrations
Required by law, and/or essential to the performance of the role
1. A qualification for the post would be working towards NVQ/ BTEC in Learning Support or equivalent occupational national standard for teaching assistants.
2. They must have achieved a qualification in English/literacy and mathematics/numeracy, and ideally be working towards Level 3 of the National Qualifications Framework.
Experience
3. Experience of working with children in an educational setting is essential.
Skills, abilities & knowledge
4. Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g., signing, to meet additional educational and communication needs.
5. A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
6. Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.
7. Knowledge of legislation and regulations applicable to the support and care of pupils.
8. Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
9. Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.

We are interested in all these attributes for colleagues joining the SAST family but appreciate that some will be areas that you have a desire to develop and grow with our support once you are here. A sense of realism and humour are really important.

INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

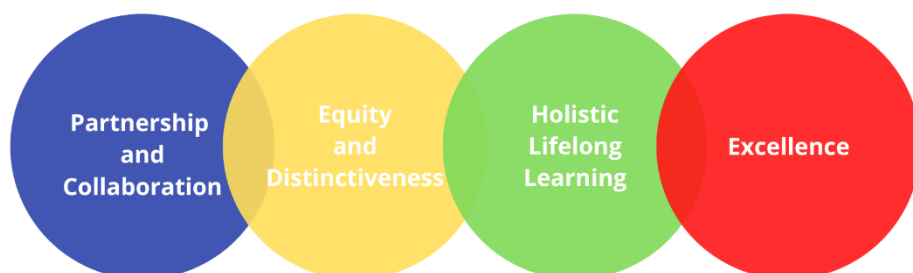
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

