



BLACKDOWN
EDUCATION
PARTNERSHIP



BELIEF IN EVERY CHILD



WELCOME TO BLACKDOWN EDUCATION PARTNERSHIP

Thank you for your interest in this post. Please take some time to have a look at this pack and gain a sense of who we are and what we stand for. All Multi-Academy Trusts are different and we are keen to explain why we believe that our values and ethos make us a great employer.

The Blackdown Education Partnership was created by the merger of two founding trusts which shared some important similar values. Put simply, we believe that collaboration, partnership working and sharing our best ideas will enable us to deliver on our mission.

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

All our schools share this purpose and we work closely together to understand and deliver it.

We do not believe in creating schools which are replicas of each other. Our philosophy of aligned autonomy enables Headteachers to make effective decisions within the context of each individual school. We do not have a common curriculum but we do have a view on excellence and seek to harness the expertise of our subject leads to ensure that each school delivers schemes of learning that are rigorous, inspiring and rich in knowledge. Curriculum and other leaders across our schools meet regularly to network, share and moderate and the Trust operates a well-developed programme of peer-review to ensure that leaders are challenged, supported and have access to excellent professional development.

Our schools are all characterised by a strong ethos, ambitious culture and compassionate environment which together drive success. We are lucky enough to employ brilliant people who share our vision, many of whom have started careers with us and stayed to progress these careers. We want people to join us who believe that, whatever their role, they can make a difference to the life chances of students. We are totally committed therefore to helping all our staff thrive and fulfil their professional ambitions. A large number of colleagues are currently undertaking leadership development and we run regular networks and collaborative groups to allow colleagues to share best practice across the Trust.. We also offer some more bespoke leadership programmes run through our outstanding network of partners.

We take staff wellbeing seriously and take active steps to reduce workload. We have a wellbeing offer which ranges from gym membership and support with personal fitness to talking therapies and subscribe to Carefirst. We also allow employees personal days to enable everyone to enjoy some flexibility over attendance and participation in events that they might not otherwise be able to.

We are always willing to consider flexible working requests and job-shares and pride ourselves on a family friendly approach across our schools. The best resource we can provide for pupils is highly skilled, happy and fulfilled staff.

We are looking for an individual who shares the same vision and values – if you believe that you have the skills, drive and vision to help us achieve our aims we would be delighted to receive your application.

LORRAINE HEATH, OBE
CHIEF EXECUTIVE OFFICER





Dear colleague

We are delighted that you are interested in The Blackdown Education Partnership (BEP) and the role of SEND 1:1 Teaching Assistant at Orchard Grove Primary School.

This is a fantastic opportunity to be part of a new school that opened in 2023 and is growing organically year on year. Part of the Blackdown Education Partnership, Orchard Grove has a nurturing environment, for our pupils as well as our staff, who benefit from working collaboratively with the other primary schools within the Trust.

We are looking for an enthusiastic and dedicated persons who can bring creativity and flair to the classroom. In return we can offer a supportive and friendly environment where staff thrive and are encouraged to embrace their own personal development.

I very much hope this has ignited your enthusiasm and I look forward to receiving your application.

Best wishes

Richard Healey

Orchard Grove Headteacher and Executive Primary Lead at The Blackdown Education Partnership

The Opportunity



SEND 1:1 Teaching Assistant – Immediate start

Hours: Monday – Friday 8.45am – 12.00pm, 15 hours per week (15 minute break)

Working Weeks – 38 weeks and 3 days per academic year.

Main Job Purpose

Working 1:1 with a named child. To provide support for learning activities for child on an individual or group basis, under the general direction of the class teacher and Trust SENCo. To support and complement the work of the classroom teacher by supporting class work, the environment and personal care. Delivering programmes of intervention, as recommended by Trust SENCo, class teacher and external agencies. Providing personal, social, welfare, emotional and behavioural support. Facilitating social communications and interaction with peers. Working alongside teaching staff, parents and a range of professionals on a regular basis to implement and review programmes of intervention.

See the Job Description for a full breakdown of the role and responsibilities.

The closing date for this post is 9.00am on Friday 4 October 2024.

Interviews will be held on Friday 11 October 2024

To make an application please use the online application platform [Careers at Orchard Grove School](#) also available through our school website [Orchard Grove Primary School \(bep.ac\)](#)

Job Description



- Job Title:** SEND 1:1 Teaching Assistant
- Location:** Orchard Grove Primary School
- Pay Grade** Grade 15.4 £23,114 pro rata. £11.98 per hour (pay award pending)
- Hours of Work:** Monday – Friday 8.45am – 12.00pm, 15 hours per week (15 minute break)
- Term:** Fixed for the duration pupil is at school, or until SEND need ceases, or until the SEND funding ceases
- Key Relationships:** School Leadership Team, teaching/ support staff, individuals, parents
- Reporting to:** Class Teacher and Headteacher
- Requirements:** Teaching Assistant Qualification - desirable
- Experience:** At least one-year experience of working effectively in a school – essential.
- Working time:** 193 days per academic year (full time equivalent), 38 weeks plus 3 days.
- Disclosure Level:** Enhanced.

Duties and accountabilities of post:

Support for pupil/s

Under the guidance of the teaching staff, provide direct support for the learning of individual children or groups of children, to achieve defined progress and targets by:

- Attend to the pupils' personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters, as appropriate
- Supervise and support pupils' ensuring their safety and access to learning
- Use specialist (curricular/learning) skills/training/experience to support pupils

- Assist with the development and implementation of Individual Education/ Behaviour Plans
- Establish constructive working relationships with pupils, setting high expectations and acting as a role model
- Promote the inclusion and acceptance of all pupils
- Support pupils consistently whilst recognising and responding to their individual needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress and achievement

Support for the teacher

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed

Support for the curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement learning strategies e.g. literacy, numeracy, and make effective use of opportunities provided by other learning activities to support the development of relevant skills and feeding back to the teacher, as appropriate
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources

Support for the school

- Input into reviews and reports e.g. EHC plans
- 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
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school and wider Trust
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher and Trust SENCo, to support achievement and progress of pupils
- Attend and participate in regular meetings, as required
- Participate in training and other learning activities and performance development, as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of other staff as appropriate
- Undertake planned supervision of pupils' out of normal lesson times, including lunchtimes, as appropriate
- Supervise pupils on visits and trips, as appropriate
- Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these

Other responsibilities

- To undertake additional duties as required, commensurate with the level of the job.
- Maintain positive, professional relationships with stakeholders and colleagues.
- To participate in induction training, staff review processes and professional development opportunities.
- To commit to Equal Opportunities and Anti-Discriminatory Practice.
- The Trust operates a Smoke-Free Policy and smoking is prohibited in any of our buildings, on premises and vehicles.
- To be familiar with and adhere to all relevant Trust Policies and Procedures.
- Comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- The duties of the post may vary from time to time without changing the general character of the post or level of responsibility entailed.

Typical working pattern

- Annual leave will only be taken during school holidays.
- This working pattern is subject to change and you will be required to work flexibly with colleagues to ensure the operational needs of the Trust are met.

Special Factors

- This role may involve some traveling between schools within the Trust (and new ones that may join in the future). The reimbursement of travel costs to schools, other than the location of the central Trust office, will be as per the Trust's travel policy.
 - The post-holder will support the achievement of the Trust's objectives by working proactively with colleagues on projects or activities outside their direct area of responsibility, as required.
 - The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and Policies and Procedures including Health and Safety and Data Protection requirements.
 - To be aware of and assume the appropriate level of responsibility for safeguarding and promoting the welfare of children and to report any concerns in accordance with the Trust's safeguarding policies.
- **As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

The Trust seeks to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification



Qualifications	Essential	Desirable
Childcare or Teaching Assistant qualification		✓
GCSE Grade C or above or equivalent in English & Maths, plus at least three other academic subjects		✓
Level 2 food hygiene certificate		✓
Awarded or willing to work towards qualifications in English/literacy and mathematics/numeracy equivalent to at least level 2 of the National Vocational Qualifications framework (see below - equivalent qualifications)		✓
Experience	Essential	Desirable
At least 1 year experience of working effectively in a school	✓	
At least 1 year experience of applying the regulations applicable to Health & Safety, Hygiene, Child Welfare & Protection	✓	
Understanding of how different children develop and learn and the experience to identify and apply appropriate processes to achieve progression		✓
Understanding of the role of the class teacher and of the parent in developing and maintaining an effective learning environment		✓
Previous, varied experience of working with children in an educational setting on a 1:1 basis		✓
Experience of working in a setting subject to Health & Safety, Hygiene, Child Welfare & Protection regulations		✓
Skills and Knowledge	Essential	Desirable
Skills of empathy, listening, communication and responding with appropriate language to build rapport with children of reception age, varying abilities and backgrounds	✓	

Aptitude to develop a knowledge of the role within an education environment	✓	
Ability to demonstrate effective working with individual pupils and small groups under the direction and supervision of a qualified teacher	✓	
An awareness of child protection and safeguarding	✓	
The ability to converse at ease with members of the public and provide advice and information in accurate spoken English is essential for the post.	✓	
The ability to contribute effectively to the workload and responsibilities of a team		✓
Ability to work on own initiative, including recognition of when and how to refer issues elsewhere for effective resolution		✓
Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and are concerned for their development as learners		✓
Ability to improve own practice and knowledge, including through observation, evaluation and discussion with colleagues.		✓
Behaviours		
Understanding of and commitment to equality and diversity.		
Empathy with other Trust teams and Schools		
Understanding of and commitment to Trust Values		
Capacity to work as part of a team as well as individually without supervision and under pressure		
Demonstrate a positive and pro-active approach to work and focussed on outcomes		
Demonstrate creativity, flexibility and responsiveness to change		
Commitment to continuous professional development of self and others to maximise skills/experience.		
Other		
Willing and able to work flexibly across the local area as directed by the Line Manager and to meet the needs of the Trust.		
Willing to undergo training and staff development to maximise skills and experience relevant to the post.		



We believe in the potential of every child

OUR MISSION

- To nurture and develop the ambition, talents and interests of every child
- To break down the barriers that inhibit the opportunities and achievements of disadvantaged pupils so that they can go on to lead lives of choice and opportunity
- To create a family of schools that are deeply and purposefully connected to their communities.

Our Schools





LOCATIONS

All our schools are situated in the beautiful countryside of Devon and Somerset, within easy commuting distance of Exeter to the west and Bristol to the North, being close to some of the most beautiful coastlines of Devon and Dorset.

Our schools' varied locations allow our staff to access not only beautiful beaches, but also some of the best areas for walking, biking and other outdoor activities; yet the cities of Exeter, Bristol and Bath are close by.



