

1:1 TEACHING ASSISTANT

START DATE: AS SOON AS POSSIBLE



October 2024



Dear Applicant,

Thank you for expressing an interest in the post of 1:1 Teaching Assistant at St Mary's Primary School, Bradford Abbas.

This is a wonderful and rare opportunity to join a small and hardworking, passionate team of staff delivering high quality education and pastoral care on a daily basis to the village children of Bradford Abbas and beyond.

Our school is structured into four classes: R/1, 1/2, 3/4 and 5/6 with class sizes ranging from 19 to 32.

We have an experienced and ambitious staff team who want the best for our pupils. Behaviour is very good and we have high expectations that every child achieves their potential, socially, academically, emotionally and physically.

There is a very good support network for new staff within the school and staff receive regular training to ensure their skills and knowledge stay up to date and are effective.

Staff, parents and children have positive relationships; we believe that partnership working makes for happy and successful learners.

We are excited to be part of the SAST. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. We believe in preserving schools in their local community. This means that there will be considerable local expertise to support the school and staff with the chance to contribute to wider developments.

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.

We are looking for someone with high expectations, a love of learning, able to inspire and laugh and enjoy the challenges of this role. You need to be a team player; you will go the extra mile to support children. In return, you will join a School and Trust that is full of activity, opportunity, and optimism.

There is further information about the school on our website [St Mary's Primary School](https://www.stmarysprimaryschool.co.uk) and the trust at www.sast.org.uk

You are very welcome to visit us in advance of an application or please contact the school office for any further information. On behalf of the staff, children, and governors we look forward to meeting you.

Very best wishes,

Miss E Grunnill,
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Monday 04th November 2024**

The interview date is to be confirmed.

Salary: Grade 5, Point 5-6: £10,926 - £11,109 per annum (subject to experience)

Contract: Fixed term until 23.07.2025, 20 hours per week, 39 weeks per year (term time plus 5 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.

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 (no more than two sides of A4) outlining how your knowledge, skills and experience fit this role

Completed applications should be sent by email to: recruitment@sast.org.uk

Should you wish to arrange a visit to view the school, please do not hesitate to contact Karen Britton, School Administrator on 01935 476515 or via email on office@bradfordabbas.dorset.sch.uk.

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: RAF538)

JOB DESCRIPTION

Post: 1:1 Teaching Assistant
Salary: Grade 5

Main job purpose

- To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development 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 enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- To supervise and support pupils who are engaged in learning activities during the short-term or unforeseen absence of their usual class or subject teacher. Such work will have been set in accordance with the school policy.
- Have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds.
- To be deployed on a daily or short-term basis to cover the short-term absence of a teacher. Deployment may therefore change on a daily basis. To work as part of a team to help the development of the effectiveness of this role.
- To work with individual students or small groups of students outside the classroom to enable them to enable them to overcome a range of barriers to learning.

Main responsibilities and duties

- Work with selected pupils or small groups of pupils outside the classroom situation.
- Develop 1:1 learning support arrangements with pupils which enable the pupil to agree plans and targets to move forwards
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Provide support to pupils to enhance their emotional health and well-being (EHWB)
- Help pupils to follow individual Education Plans where appropriate
- Challenge and motivate pupils
- Promote and reinforce self-esteem
- Act as a positive role model
- Liaise with parents/carers as appropriate
- Network with other learning mentors, teachers and professionals, e.g. educational psychologist
- Take sole charge of a group or class of pupils in the short term or unforeseen absence of their usual teacher.
- To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil
- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Support pupils' access to learning using appropriate strategies, resources etc.
- Provide feedback on pupil's progress as required
- Maintain records as agreed with other staff, contributing to reviews as requested
- Assist in the implementation of strategies, before, during and after school, to promote positive behaviour and attitudes

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning
- To assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- Registering attendance in accordance with school policy.
- Maintain accurate student attendance and lateness records on the SIMS Net Attendance Module on a daily basis.
- Follow up student absences and lateness by In-touch/telephone or other means, on a daily basis with guidance from relevant colleagues, making appropriate referrals.
- To supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Responsible for supervising the activities of pupils during the midday sessional break within school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.
- To prepare the dining areas in preparation for student meal times including setting up and taking down of furniture.
- To undertake first aid training where required and undertake first aid duties.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
- To contribute to the process of school self-review.
- To liaise with parents and other professional agencies in support of pupils' needs.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed.
- To adhere to and execute school policies and procedures where appropriate.
- Under the direction of the Head teacher/Principal/SENCO and/or individual teaching staff, to assist in the development of Individual Education Plans (IEPs) for pupils with special educational needs and contribute to IEPs.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.

Knowledge and skills

- Know and behave in a way that shows an understanding that positive and encouraging relationships with children and adults is the foundation to helping them be successful.
- They must have achieved a qualification in English/literacy and mathematics/numeracy e.g. GCSE Grade C or equivalent.
- Have secure IT skills with the ability to not only apply these skills to a range of software but also use these skills confidently to create patterns of work or routines to solve problems or complete tasks more efficiently.

Working Environment

- Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.
- There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- 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 swimming and educational visits.

- The key responsibilities and duties sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the post holder could be asked to carry out.

Other duties

- To have due regard for safeguarding and to follow child protection policies and procedures adopted by 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 the academy.
- 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.

PLEASE NOTE that this is for guidance only. Post holders are expected to be flexible and may be required to operate in different areas of work/carry out different duties as may be reasonably assigned by the Head of School/Headteacher.



ABOUT ST MARY'S CE PRIMARY SCHOOL

Our school is situated in the centre of Bradford Abbas, a thriving village community around St Mary's Church, the Rose & Crown Pub, the Village Hall and the Sports & Social Club. With currently 103 pupils on the school roll, our children learn to value the experience of being part of the wonderful community of Bradford Abbas.

The oldest of our school buildings was opened as the village school on Easter Monday in 1856. What we call "the new building" was opened in July 1966. We had a new modular classroom built next to the main school in 2016 replacing the ancient 54 year old timber framed classroom. In 2007, members of the PTA built an outdoor classroom for the school and this is a very popular place when the weather is good. In Summer 2011, the new library was built off the main hall with a quiet reflection/storytelling area added to the external orchard area. Finally, in 2016, the spiritual garden was designed and built using a legacy given to the school from a former Headteacher of the area.

There is a strong relationship between the school and the Church. The school benefits by making use of the Church for religious events and the Vicar is actively involved in Assemblies. Our most recent inspection by Salisbury Diocese found us to be outstanding in every area!

St Mary's is part of two successful and effective educational partnerships: the small schools' cluster and the Sherborne Area Schools' Trust. The schools work together closely for the benefit of all our children in Sherborne and the surrounding areas.

At St Mary's, we offer outstanding teaching and learning, excellent behaviour and a warm, safe and friendly Christian ethos where every individual is valued. We emphasise the importance of positive relationships and reward.



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.

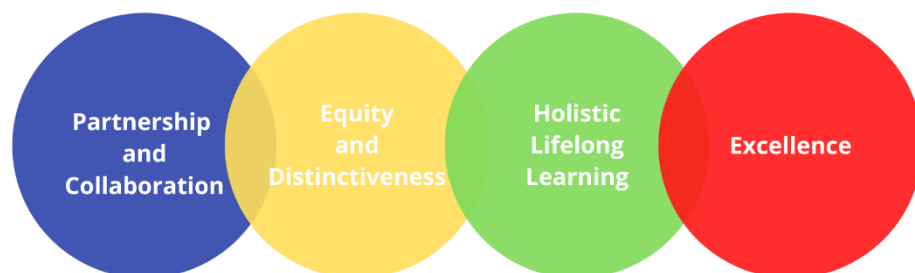
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

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
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

