



FURTHER PARTICULARS FOR THE POST OF  
**1:1 Teacher Assistant**

**The Skipton Academy**  
**1:1 Teaching Assistant, supporting a visually impaired student**  
**Scale Pay Point 5 (Range 5-6)**  
**Pattern of hours: Monday – Friday 8.30am – 4.30pm with half an hour**  
**unpaid lunch break each day and an early finish of 4.00pm one afternoon each week**  
**Term time only, plus 5 days**  
**Actual salary £20,210.00**

Thank you for requesting details for the post of General Teaching Assistant at The Skipton Academy (TSA).

The successful candidate will work as a 1:1 GTA, working alongside our teaching team, supporting a visually impaired student in our school in reading and typing in braille, touch typing, using an embosser and supporting the pupil with the use of a cane.

As a comprehensive academy, our overriding aim at TSA is to ensure that our students achieve everything that they are capable of. We recognise every student as an individual, with different needs and talents, and we work hard together to make sure we support and nurture successful, happy and confident learners who achieve in the widest sense of the word, and not just academically.

At Moorlands Learning Trust (MLT) we are aspirational for every student within our Trust and are committed to achieving success for all and inspiring others to do so too. We believe in investing in the professional and career development of our staff to keep ourselves at the cutting edge of educational developments, where staff wellbeing is also a key priority for us and our schools.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

### **How to Apply**

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is **9am Monday 15 April 2024**

Provisional interview date is **Friday 19 April 2024**

***We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.***

If you do not receive an invite to interview, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

Richard McManus  
Principal

## **Main Duties / Responsibilities**

- Personalise individual student learning and monitor effectiveness
- Contribute to the identification of barriers to learning for individual students and provide them with a range of strategies for overcoming barriers
- Advise, guide and support students with general learning, welfare and behavioural issues with special emphasis on those students with SEMH needs
- Challenge, motivate students, promote and re-inforce self-esteem and confidence building
- Know how to obtain support and report concerns
- Be responsible for promoting and safeguarding the welfare of students
- Be aware of and comply with policies and procedures relating to child protection, security and confidentiality, reporting all concerns to an appropriate person
- Assist in the development and implementation of appropriate behaviour management strategies both across school and for individual students
- Contribute effectively to the selection and preparation of teaching resources that meet the diversity of students' needs and interests
- Provide objective and accurate reports to other staff on students' achievements, progress and other relevant matters
- Be responsible for maintaining and updating records as agreed with other staff, contributing to reviews of systems/records as required
- Be responsible for managing and implementing own scheduled timetable
- Manage and assist individual students, small groups and whole classes where required
- Liaise sensitively and effectively with parents/carers with regard to their role in student achievement

## **General Accountabilities**

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

## **VARIATION IN ROLE**

Given the dynamic nature of the role and structure of The Moorlands Learning Trust as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

As with most associate staff roles, this post is subject to the satisfactory completion of a six month probationary period.

**Agreed by:**

**Post Holder:**

**Print name.....**

**Signature.....**

**Line Manager:**

**Print Name.....**

**Signature.....**

**Date: .....**

**SPECIFICATION – 1:1 TEACHING ASSISTANT**

<b>Qualifications</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>GCSE grade C or equivalent in English &amp; Maths</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>An understanding of child protection, health, safety and security</li> </ul>	D	
<ul style="list-style-type: none"> <li>NVQ Level 3 or equivalent in SEND, Child Care, Health or Youth Work</li> </ul>	D	
<ul style="list-style-type: none"> <li>Any additional qualification relating to children with special educational needs</li> </ul>	D	
<b>Experience</b>	<b>Essential/Desirable E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Some experience of secondary school-age children</li> </ul>	D	Application form and selection process
<ul style="list-style-type: none"> <li>Understanding of children’s needs and problems</li> </ul>	D	
<ul style="list-style-type: none"> <li>Successful experience of motivating, coaching and encouraging students to achieve more</li> </ul>	D	
<ul style="list-style-type: none"> <li>Aware of requirements under Health &amp; Safety regulations</li> </ul>	D	
<ul style="list-style-type: none"> <li>Knowledge of First Aid procedures</li> </ul>	D	
<ul style="list-style-type: none"> <li>Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of working in a high pressured environment</li> </ul>	E	
<ul style="list-style-type: none"> <li>Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks</li> </ul>	E	
<ul style="list-style-type: none"> <li>Defusing difficult situations in a calm manner</li> </ul>	D	
<ul style="list-style-type: none"> <li>Presenting yourself effectively</li> </ul>	E	
<ul style="list-style-type: none"> <li>ICT competence or ECDL level or equivalent</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of working in a school based environment</li> </ul>	D	
<ul style="list-style-type: none"> <li>Experience of e-learning including mobile technologies</li> </ul>	D	
<b>Training</b>	<b>Essential/Desirable E/D</b>	
<ul style="list-style-type: none"> <li>Willingness to participate in CPD</li> </ul>	E	Application and selection process
<ul style="list-style-type: none"> <li>Evidence of relevant CPD</li> </ul>	E	

Skills	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> <li>Able to understand and carry out instructions</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>Able to think logically and calmly when under pressure.</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to keep accurate &amp; appropriate records</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to use initiative within school policies and practices</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good standard of written and spoken English</li> </ul>	E	
<ul style="list-style-type: none"> <li>Proven ability to use ICT in the organisation and management of their role</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good numeracy skills</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to act in an understanding and patient manner whilst remaining firm and fair</li> </ul>	E	
<ul style="list-style-type: none"> <li>Able to take initiative and to work independently</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good interpersonal skills and confident communicator</li> </ul>	E	
<ul style="list-style-type: none"> <li>Good problem solver</li> </ul>	E	
<ul style="list-style-type: none"> <li>Understand and manipulate numerical &amp; statistical data</li> </ul>	E	
<ul style="list-style-type: none"> <li>Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour</li> </ul>	E	
<ul style="list-style-type: none"> <li>Development planning, monitoring and evaluation</li> </ul>	D	
Professional Qualities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> <li>Abide by the school's policies</li> </ul>	E	Application form and selection process
<ul style="list-style-type: none"> <li>'Can do' attitude</li> </ul>	E	
<ul style="list-style-type: none"> <li>Team work/collaboration</li> </ul>	E	
<ul style="list-style-type: none"> <li>Emotional intelligence</li> </ul>	E	
<ul style="list-style-type: none"> <li>Professional appearance</li> </ul>	E	
<ul style="list-style-type: none"> <li>Sense of humour and perspective!</li> </ul>	E	
	Essential/Desirable	How Identified

<b>Equal Opportunities</b>	<b>E/D</b>	
<ul style="list-style-type: none"> <li>Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community</li> </ul>	E	Selection process
<ul style="list-style-type: none"> <li>Commitment to equal opportunities policies relating to gender, race and disability in an educational context</li> </ul>	E	
<b>Circumstances - Personal</b>	<b>Essential/Desirable</b> <b>E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Will not require holiday leave during term time.</li> </ul>	E	
<ul style="list-style-type: none"> <li>Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).</li> </ul>	E	Selection process and completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> <li>No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required).</li> </ul>	E	
<ul style="list-style-type: none"> <li>If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).</li> </ul>	E	
<b>Safeguarding</b>	<b>Essential/Desirable</b> <b>E/D</b>	<b>How Identified</b>
<ul style="list-style-type: none"> <li>Has appropriate motivation to work with children and young people, and can relate to them</li> </ul>	E	Completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> <li>Ability to maintain appropriate relationships and personal boundaries with children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>Displays commitment to the protection and safeguarding of children and young people</li> </ul>	E	
<ul style="list-style-type: none"> <li>Has up to date knowledge of relevant legislation and guidance in relation to working with young people</li> </ul>	E	

