



Teaching Assistant

(two positions available)

Recruitment Pack

March 2023

WELCOME MESSAGE

Dear Applicant,

May I take this opportunity to thank you for expressing an interest in applying for a position at Caedmon Primary School.

Our school is at an exciting phase of development. On 1st September 2019, we converted to an academy, joining a multi-academy trust (Steel River Academy Trust) with Bankfields Primary School, Grangetown Primary School and Whale Hill Primary School.

You will be joining an outstanding, friendly and supportive team, who are driven to ensure that our pupils achieve the highest possible standards.

As a school, we all work together. The ability to collaborate and be open to development is essential. If you value support and want to be the best that you can be, we would encourage you to apply.

We are very proud of our school, and we all buy in to the 'Caedmon way' of doing things.

The School is committed to safeguarding and promoting the welfare of children and young people. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information on Safer Recruitment.

During the application/selection process if you require special arrangements at any of the recruitment stages, please do not hesitate to contact the School.

Please ensure that you read all of the instructions for applying very carefully and complete the application form in full. Please do not attach any supplementary documents, as the application form is the **only** document we consider.

If this fantastic opportunity excites you, I look forward to your application. If you would like to visit the school, please telephone to arrange a suitable time.

Regards,

Mrs S Hill

Headteacher

ADVERT

Position: 2 x Teaching Assistant (Level 3) with SEMH experience

Contract: Fixed term in the first instance (until 31st August 2024) which could lead to a permanent position.

Required: 1st September 2023

Salary: Grade D (Level 3) Scale Points 8 - 11 (Actual salary: £16,097.33 - £16,999.84 per annum

Hours: 30-32.5 hours per week (to be negotiated) (Term Time Only - plus PD Days)

The governors of Caedmon Primary School are seeking to appoint two Teaching Assistants with SEMH experience for September 2023. These roles will be flexible to the needs of the school and could be in any year group.

The successful candidates will:

- embrace the ethos and vision of Caedmon Primary School;
- be able to support in the delivery of high quality learning experiences for all pupils;
- have a proven track record in effectively supporting groups and individuals in a primary setting,
- have high expectations of learning and behaviour and the use of nurture techniques;
- have high levels of emotional intelligence to establish positive relationships with pupils and colleagues and to contribute to maintaining the calm, working atmosphere that our pupils enjoy.
- be supportive, nurturing and understanding;
- be able to communicate effectively with all members of the school community;
- have excellent behaviour management skills including positive approaches;
- have an excellent command of Standard English;

Please state your relevant strengths, experience and interests in your application.

Our school can offer:

- a very friendly, caring and supportive team;
- quality professional development opportunities in collaboration with other schools;
- polite and enthusiastic pupils; and
- supportive parents and governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the criteria set out in the person specification.

Closing date: Friday 24th March 12:00 noon

Shortlisting: Friday 24th March (pm). Candidates who have been selected for interview will be notified by the end of the day.

Interviews: Thursday 30th March (am).

Caedmon Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. This post is subject to an enhanced Disclosure and Barring Service (DBS) check and completion of the disqualification by association declaration form (Childcare Disqualifications Regulations 2009).

Caedmon Primary School, Attlee Road, Grangetown, Middlesbrough, TS6 7NA
Tel: 01642 453187

Email: school@caedmonprimary.org.uk

JOB DESCRIPTION



Post Title	Teaching Assistant (Level 3)
Salary	Grade D Scale Points 8 - 11 (£16,097.33 - £16,999.84 per annum full time – 30 hours per week pro rata).
Summary of the role	To work under the instruction/guidance of teaching/senior staff.
Line manager/s	The Headteacher and members of the SLT.

Overall Purpose of the role

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individual groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/ preparation of resources.

Staff may also supervise whole classes (maximum of 10%) during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities.

Teaching and Learning

- Use specialist (curricular/learning) skills/training/experience to support pupils
- Assist with the development and implementation of IEPs
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Model high standards of written and spoken English
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- 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
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback /meetings with parents with, or as directed
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- 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
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Promote and support the inclusion of students, including those with specific needs, both in learning activities and within the classroom.
- Promote and reinforce student's self-esteem and independence and employ strategies to recognise and reward achievement and self-reliance.
- Assist the class teacher in encouraging acceptance and integration of students with special needs, or from different cultures and/or with different first language.
- Contribute to the opportunities for students to learn in out-of-school contexts in line with school policies and procedures (e.g. homework tasks and remote learning activities).

Recognise own strengths and areas of expertise and use these to advise and support others

Monitoring and assessment

- 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
- Undertake marking of pupils' work and accurately record achievement/progress

- Administer and assess routine tests and invigilate tests
- Under the guidance of the teachers, evaluate students' progress through a range of assessment activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress, problems etc.
- Provide constructive feedback to pupils in relation to progress and achievement

Behavioural and Pastoral

- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school Safeguarding procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of students throughout the school and escort and supervise students on planned visits and journeys.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage students to interact and work co-operatively with others.
- Provide support and assistance for student's pastoral needs.
- Provide physical support and maintain personal equipment used by the students at the school.
- Foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating support for their child's attendance, access and learning, and supporting home to school links.
- Supervise students at times other than during lessons according to the schools duty arrangements.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- 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

Other

- Any other duties required by the class teacher, SLT or the Headteacher, which is in the scope of the post.
- 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 the appropriate person
- To work within and encourage the school's Equal Opportunity policy and contribute to diversity policies.
- To adhere to the requirements set out in other policies/documentation such as Staff Code of Conduct, Staff handbook, the teaching assistant standards etc.
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required
- Supervise pupils on visits, trips and out of school activities as required
- Provide general admin support e.g. photocopying, maintaining pupil work books/floor books and files and producing worksheets for agreed activities
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Show a duty of care and take appropriate action to comply with health and safety requirements at all time
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

**Signed
(staff)**

Date

Signed (headteacher)

Date

PERSON SPECIFICATION

Please be aware that applications are assessed against the following criteria in the first instance.

1. Overall presentation
2. Use of standard English
3. Grammatical accuracy

ATTRIBUTES		Essential	Desirable	Source A= application R = reference I = interview
Qualifications	Level 3 qualification in supporting teaching and learning	X		A
	GCSE/O level maths and English at minimum grade C or equivalent.		X	A
	First Aid Qualification		X	A
	Thrive Practitioner Qualification		X	A
	Training or qualifications in working with challenging behaviour / SEMH needs		X	A
Experience	Previous experience working within a primary setting	X		A, R, I
	Previous experience of working with children with SEND and particularly with SEMH needs.	X		A, R, I
	Familiarity with working in a school situated in an area of deprivation.		X	A, I
Skills, knowledge & understanding	The ability to organise creative and interesting learning opportunities for pupils.	X		A, R, I
	A calm, caring but firm approach to dealing with challenging pupils.	X		A, R, I
	High levels of emotional intelligence.	X		A, R, I
	The ability to develop positive working relationships with pupils.	X		A, R, I
	A commitment to further training and support.	X		A, R, I
	The ability to work positively as an effective member of a close team with a range of colleagues.	X		A, R, I
	Good literacy and communication skills in accurate spoken English.	X		I
	Flexible and able to work on own initiative.	X		A, R, I
	Positive, self-motivated and enthusiastic.	X		A, R, I
	Ability to make decisions and find solutions.	X		A, R, I
	Ability to set and sustain high standards in all areas.	X		A, R, I
	Commitment to the spiritual, moral, social and cultural development of pupils.	X		A,R, I
	Commitment to maintain values and ethos that nurture and safeguard children.	X		A, R, I

SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

This school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds with different skills and abilities. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

Applications

Caedmon Primary School will provide an Application Form for all advertised jobs.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.

References

- A minimum of two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be sent for immediately after shortlisting.
- The school has a standard template which is used for all references.
- The school does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current.
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

Self-declaration of convictions by job applicants

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether 'spent' or 'unspent' and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

SHORTLISTING

Before the closing date, a panel will be created. After the closing date, the panel will match your skills/experience against the person specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

INTERVIEW

The shortlisting panel will then conduct the arranged interviews.

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel will explore:

- the interviewee's attitude towards children and young people
- the interviewee's willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people
- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).

If you are selected for interview, you **must** bring the following documents.

PROOF OF IDENTIFICATION

All candidates must present current and original photographic identification and proof of address as detailed on application form.

SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.'

Working Together to Safeguard Children DfE 2018.

Caedmon Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, September 2022'.

The school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.