



WE ARE ASTREA

**FAMILY LIAISON AND TEACHING
ASSISTANT
APPLICANT BRIEF**

GOOSEACRE PRIMARY ACADEMY
Part of
ASTREA ACADEMY TRUST





Open Letter from Principal

Dear Candidate,

Thank you for your interest in this role at Gooseacre Primary Academy. It is an extremely exciting time for Gooseacre Primary Academy, as we continue to strengthen shared practices and collaboration, with a shared focus on improving pupil outcomes across all phases of education.

Gooseacre Primary Academy judged as “good” in March 2020 by Ofsted. with the recognition that the academy has a “strong culture of learning and achievement runs through the school.” and that “Gooseacre Primary Academy is a happy, caring community and pupils thrive here”.

We are committed to ensuring that each child is developed to their full potential in all aspects of education, not solely just attainment. The qualities and dispositions of Happiness, Curiosity, Scholarship, Tenacity and Respect are key to what we believe and what we must encourage and develop in our academies and pupils.

Staff within our academy and trust will benefit from a wide range of networks and development opportunities. We offer a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

I very much hope you are interested in joining our academy / trust at this exciting time in our journey. I look forward to meeting with you and receiving your application.

Best Wishes,

Jack Moore

Principal at Gooseacre Primary Academy



JOB DESCRIPTION

SALARY	£21,575 - £21,968 pro rata (Grade 3 SCP 5-6)
CONTRACT TYPE	Permanent
WORKING PATTERN	Term time only + 2 days
HOURS PER WEEK	27.5

Purpose

- To safeguard pupils, enabling them to overcome barriers to learning
- To work with parents and carers to empower them and their families to gain the most from the educational opportunities and extended services available
- To work under the guidance of Teaching staff or Higher-Level Teaching Assistants to implement agreed work programmes with individuals / groups both within and out of the classroom
- To use specialist knowledge in particular areas including SEND and behaviour support.

Key Responsibilities

Support for Pupils

- Use specialist experience to support pupils and assist with the development and implementation of individual Education Plans.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities.
- Promote independence and 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 lesson / work plans as appropriate.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievements against pre-determined learning activities.
- 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.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with school 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 / Carers.



- Administer and assess routine tests and invigilate exams / tests, be responsible for keeping and updating records, as agreed with the Teacher, contributing to reviews of systems / records as requested and providing general administrative support.

Support for the Curriculum

- Implement agreed learning activities / teaching programmes, adjusting activities according to pupil responses / needs.
- Implement local and national learning strategies, e.g, Literacy, Numeracy, Early Years and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- 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

- 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 in accordance with policy.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos / aims of the school.
- Keep up to date with safeguarding legislation and guidance updates; disseminating to all staff when and where relevant.
- Attend and participate in relevant meetings and training as required.
- Recognise own strengths and areas of expertise and use these to achieve and support others.
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate.
- Undertake planned supervision of pupils' out of school hours learning activities.
- Supervise pupils on visits, trips and out of school activities as required.

Pastoral and Family Welfare Support

- Formulate and implement a whole school strategy to identify families who would benefit from mentoring and deciding on the appropriate support.
- Participate in the comprehensive assessment of children when entering or returning to school and to identify early signs in those who need extra help to overcome barriers to learning.
- Mentor, counsel and support pupils, as appropriate.
- Assist parents and families to access agencies where necessary, ensuring their child fully benefits from the educational opportunities available and enable parents to fully support their child through school.
- Encourage parents to attend school events, reviews, parents' evenings etc.
- Plan appropriate parental workshops and family learning opportunities and attend parent evenings.

Medical Care and Support

- Ensure that health care plans are in place for children with health needs
- Support parents/carers in completing health care plans
- Maintain and review health care plans
- Liaise with medical professionals for children with health needs



- Share health care plans with all stakeholders in school
- Ensure that medication is available and set up in the first aid room
- Complete the health care plan/overview for all children
- Administer first aid as appropriate.

Attendance and Exclusion

- To promote good attendance throughout the academy.
- Complete home visits in relation to attendance and/or safeguarding.
- Liaise with parents and families to promote good attendance and punctuality.
- Work with parents to support pupils with emotional and behavioural difficulties where poor/irregular attendance is identified and where exclusion is identified to be a risk, minimising absenteeism and risk of exclusion.

Management of Behaviour

- To promote positive behaviour throughout the school.
- To support staff to maintain good behaviour throughout the day including: playtimes and lunchtimes.
- To investigate significant incidents and support all staff to implement sanctions in accordance with the school's policy.
- To lead and manage lunch time supervisors.

Liaison with Other Agencies

- Be a point of contact for accessing a range of programmes and special support services for the academy.
- Ensure effective communication between the academy, parents/carers and external agencies.
- Support with agreed legal and ethical boundaries particularly in regard to child protection and safety.
- Attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and academy reviews as appropriate.
- Act as one of the school leads on CAFs and Early Health Assessments etc, as appropriate.
- Liaise and establish good working relationships with other professional agencies and support bodies.
- Be an authorised and active user of CPOMS, keeping all assigned cases up to date.



PERSON SPECIFICATION

Experience

- Minimum 2 years experience working with and or caring for children in an educational setting
- General understanding of national curriculum and other basic learning programmes/techniques
- Experience of working with looked after children, children at risk and those with additional needs
- General awareness of inclusion, especially within a school setting
- Experience of working with children with social, emotional & behavioural needs.

Qualifications & Knowledge

- GCSE C or above in Maths/numeracy and English/literacy
- NVQ 2 for Teaching Assistants or equivalent qualification or experience
- Training in Common Assessment Framework/Early Help Assessment
- Behavior & Parenting Support – Certificate or equivalent
- Safeguarding Children Certificate
- First Aid Certificate, Team Teach
- Understanding of how to support Literacy/Numeracy programmes, record achievements and progress and providing appropriate reports and feedback for the teacher.

Behaviours & Skills

- Establish good working relationships with pupils acting as a role model
- Encourage pupils to interact with others and engage in activities led by the teacher
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Provide detailed and regular feedback to teachers on pupils' achievements and progress
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Ability to provide support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Promote good pupil behaviour, and deal promptly with conflict and incidents
- Ability to undertake pupil record keeping as requested
- Work as part of a team appreciating and supporting the role of other people in the team
- Support the change process, remaining positive during times of change
- Build and maintain successful relationships with pupils
- Continually improve your own practice
- Willingness to undertake appropriate training and engage with CPD.

This is not exhaustive.

Astrea Academy Trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff and volunteers to share this commitment. All posts are subject to satisfactory background checks including references and enhanced DBS checks.