

THE
TURING
SCHOOL

Individual Needs Assistant
INFORMATION



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Dear Applicant,

I am delighted that you are interested in becoming part of the team at The Turing School. The Turing School is a proudly comprehensive and fully inclusive school of approximately 540 students. There is a consistent approach to lesson planning, teaching and marking at the school and an explicit focus on differentiation and quality of work in books. At the heart of our vision for the school is a relentless drive to ensure that all pupils make good progress in every subject. Our curriculum is broad and balanced, offering courses to suit pupils of all abilities.

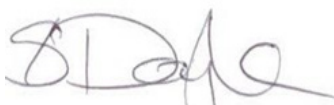
At The Turing School we are committed to securing excellence in learning and progress for all students through exciting and stimulating teaching, and a rich curriculum which encourages a love of learning. We want all students to have high expectations of themselves and to develop as enthusiastic, creative and positive young people who display good personal, social, emotional and spiritual development. At The Turing School, we know all of our pupils and take the time to support and guide them towards targets and goals that are realistic and personalised.

We promote self confidence and belief, supporting students to face the challenges future life brings, alongside an awareness and understanding of the values of our society and other cultures. We seek to celebrate our pupils' talents and skills at every opportunity and are proud of what we achieve together as a school community. To achieve our vision, we place the recruitment, retention and professional development of excellent teachers as a top priority.

Our modern, well equipped building has excellent facilities offering an inspiring modern learning environment, with well resourced classroom spaces. The Turing School is part of a multi-academy trust focused on school improvement, collaboration and continuous learning.

The Turing School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All posts are subject to an enhanced DBS check. As a school dedicated to the principle of equal opportunities, we aim to ensure that staff recruitment is fair and open to all regardless of age, social class, disability, religion, ethnic origin or sexual orientation within the context of a detailed person specification.

Kind regards



Sarah Doyle
Headteacher

JOB DESCRIPTION



Job Title: Individual Needs Assistant (INA)
Grade: SAT B
Responsible to: SENCO

Purpose of the Job:

To assist in promoting the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

Key Tasks:

- To aid pupils to learn as effectively as possible both in group situations and on his/her own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil(s) is able to use equipment and materials provided
 - Motivating and encouraging the pupil(s) as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
 - Assisting in weaker areas, e.g. speech and language, behaviour, reading, spelling, numeracy, handwriting/ presentation etc.
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
 - Liaising with class teacher, SENCO and other professionals about individual education plans (IEPs), contributing to the planning as appropriate
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil(s)
 - Meeting pupils' physical needs while encouraging independence e.g. help pupils to change for PE lessons or swimming, clean and reassure pupils after accidental soiling of clothes, help with mobility around the school
- To establish supportive relationships with the pupil(s) concerned.
- To determine the intervention strategies to be used to manage the behaviour of pupils with behavioural or emotional difficulties with the teacher.
- To promote the acceptance and inclusion of the pupil(s) with SEN, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the pupil(s) efforts and develop self-reliance and self-esteem.
- To mark pupils' work under the direction of the class teacher
- To support the pupil(s) in developing social skills both in and out of the classroom
- To support the use of ICT in learning activities
- To provide regular feedback on the pupil(s)' learning and behaviour to the teacher/SENCO, including feedback on the effectiveness of the behaviour strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To use the school's system for recording progress
- Where appropriate, to know and apply positive handling techniques

JOB DESCRIPTION



- To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment as required i.e. photocopier, laminator, making books, labels, signs and undertaking practical tasks to maintain a good standard of classroom appearance.
- To know and apply school policies on Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- Where appropriate to develop a relationship to foster links between home and school, and to keep the school informed of relevant information
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of pupil(s)' progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities to further knowledge (within employed hours)
- To be willing to support playground/break time supervision e.g. educational games, homework clubs etc. (within employed hours)
- To accompany teacher and pupils on educational visits All school based staff have the responsibility for promoting the safeguarding and welfare of children.

All school staff should be aware of the school's Child Protection and Safeguarding Policy and work in accordance with this document at all times.

This job description sets out the key outcomes required. It does not specifically detail the activities required to achieve these outcomes. In consultation with you, the job description may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

PERSON SPECIFICATION



Qualifications	Essential / Desirable
NVQ3 in a child-related subject or equivalent	E
A good standard of education particularly in English and mathematics	E
Experience	
Experience of supporting children in a classroom environment, including those with special educational needs	E
Experience of using Information Technology to support pupils in the classroom	E
Experience of working in a range of settings or with more than one year group	D
Skills and Abilities	
Ability to use language and other communication skills that pupils can understand and relate to	E
Ability to establish positive relationships with pupils and empathise with their needs	E
Ability to demonstrate active listening skills	E
Ability to consistently and effectively implement agreed behaviour management strategies	E
Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs, encouraging the pupil to stay on task	E
Ability to monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve intended learning outcomes	E
Ability to carry out and report on systematic observations of pupils' knowledge, understanding and skills	E
Ability to assist in the recording of lessons and assessment as required by the teacher	E
Ability to offer constructive feedback to pupils to reinforce self-esteem	E
Ability to work effectively and supportively as a member of the school team	E
Ability to work within and apply all school policies	E
Knowledge	
Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment	E
Knowledge of SEN Code of Practice	E
Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils	E
Personal Attributes	
Willingness to participate in further training and developmental opportunities offered by the school	E
Willingness to maintain confidentiality on all school matters	E

OVERVIEW

Since its creation in September 2010, Swale Academies Trust has developed into one of the South East's leading Multi-Academy Trusts.

Our purpose is to develop good and outstanding schools and ensure the rapid improvement of schools with challenges.

As the Trust has grown and developed, we continue to ensure that effective school support and leadership is maintained. The Trust's approach to school improvement is based on a combination of CPD, capacity building and collaboration, with a relentless focus on teaching and pupil progress, in order to effect rapid and sustained improvements in outcomes for young people.

The Trust is an organisation which is driven by the belief that all children deserve a good quality education where they are seen as individuals and above all are exceptionally well cared for.

Swale Academies Trust – Schools

Primary

- Beaver Green Primary School, Ashford
- Istead Rise Primary School, Istead Rise
- James Dixon Primary School, Bromley
- Langney Primary Academy, Eastbourne
- Parkland Infant School, Eastbourne
- Parkland Junior School, Eastbourne
- Regis Manor Primary School, Sittingbourne
- Shinewater Primary School, Eastbourne
- South Borough Primary School, Maidstone
- Westlands Primary School, Sittingbourne



Secondary

- Meopham Secondary School, Meopham
- Peacehaven Community School, Peacehaven
- The Eastbourne Academy, Eastbourne
- The Holmesdale School, Snodland
- The North School, Ashford
- The Sittingbourne School, Sittingbourne
- The Turing School, Eastbourne
- The Whitstable School, Whitstable
- Westlands Secondary School, Sittingbourne



Central Support Services (based at Trust Head Office), Ashdown House, Sittingbourne

- Human Resource Team
- Finance Team
- ICT Team
- Building / Estate Management

The Application Process

Applications will only be accepted from candidates completing the appropriate application form. All sections of the form which are applicable to you must be completed as clearly and fully as possible.

Please note CVs will not be accepted in place of a completed application form.

Application forms can be found on swale.at website. Completed forms can be sent to gemma.sorrellfleet@swale.at or by post to the following address:

Miss Gemma Sorrell-Fleet
The Turing School
Larkspur Drive,
Eastbourne
East Sussex
BN23 8EJ

The Shortlisting and Interview Process

After the closing date for this post a panel will conduct the shortlisting process. You will be selected for interview based entirely on the contents of your application form, it is therefore important that you fully read the Job Description and Person Specification prior to completing your form.

After the shortlisting process has been completed candidates who have been selected for interview will be informed, and provided with full details of the interview programme. If you have not heard from us within 10 working days of the closing date for this post, you have, on this occasion, unfortunately been unsuccessful.

All candidates who are invited to interview must bring the following original documents:

- Documentary evidence of right to work in the UK
- Visual identification which includes a photograph, usually a passport or driving licence
- Documentary proof of current name and address
- Where appropriate any documentation evidencing change of name
- Certificates of educational or professional qualifications that are necessary or relevant for the post

Conditional Offer

Any offer of employment will be conditional upon a number of formalities, including, but not restricted to the following:

- Verification of right to work in the UK
- Receipt of two satisfactory references
- Verification of identity checks and qualifications
- Satisfactory enhanced DBS check, as well as additional checks that may be appropriate if you have worked or been resident overseas in the previous five years
- Satisfactory pre-employment health clearance
- A check against the Teacher Service Register for any teaching prohibition or restriction orders where you are applying for a teaching role or if you have previously held a teaching role in past employment.

Safeguarding

Our Trust has robust safer recruitment procedures to help prevent unsuitable people from working with children.

Swale Academies Trust schools will conduct an online check of shortlisted candidates in line with the Keeping Children Safe In Education guidelines.

Retention of information

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through the confidential waste system after six months from the date of the interview, in accordance with our retention of records procedure.

Privacy Notice

Please refer to the Trust's [Privacy Notice](#) for job applicants for information about how we use any personal data about them we hold.



SWALE ACADEMIES TRUST
ASHDOWN HOUSE
JOHNSON ROAD
SITTINGBOURNE, KENT
ME10 1JS
COMPANY NUMBER: 7344732