Nether Green Junior School

Integrated Resource TA (Level 2)

Recruitment Information Pack

Fulwood Road
S10 3QA
Tel: 0114 2302461
Email:www.nethergreen-jun.sheffield.sch.uk
Website: nethergreenjuniorschool.co.uk

Head Teacher: Mr W Allen
Chair of Governors: Mr S Middleton
Number on roll: 380

Recruitment Information Pack

Thank you for requesting information for the post of **Integrated Resource Level 2 Teaching Assistant.**

On behalf of the Governors of Nether Green Junior School, thank you for requesting information for the above vacancy. We hope the information enclosed is useful to you.

As we take the role of caring for the children in our school very seriously, the recruitment process will have a focus on child protection.

Please do not hesitate to contact us if there are any other questions you have.

We have included in our information:

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Welcome from the Headteacher

Dear Applicant,

Thank you for your interest in joining Nether Green Junior School. My name is Will Allen and I am the Headteacher here, and I am really pleased that you are considering us.

Nether Green is a place built around relationships. We believe children cannot learn, grow or thrive unless they feel safe, connected and genuinely valued, and that belief runs through everything we do, from how we teach to how we care for one another as a staff team. Over recent years we have built on this, developing a relational approach that shapes every interaction in our school: we know that behaviour is communication, that safety comes before learning, and that consistent, trusting relationships are the most powerful tool we have, for children and for the adults who work with them.

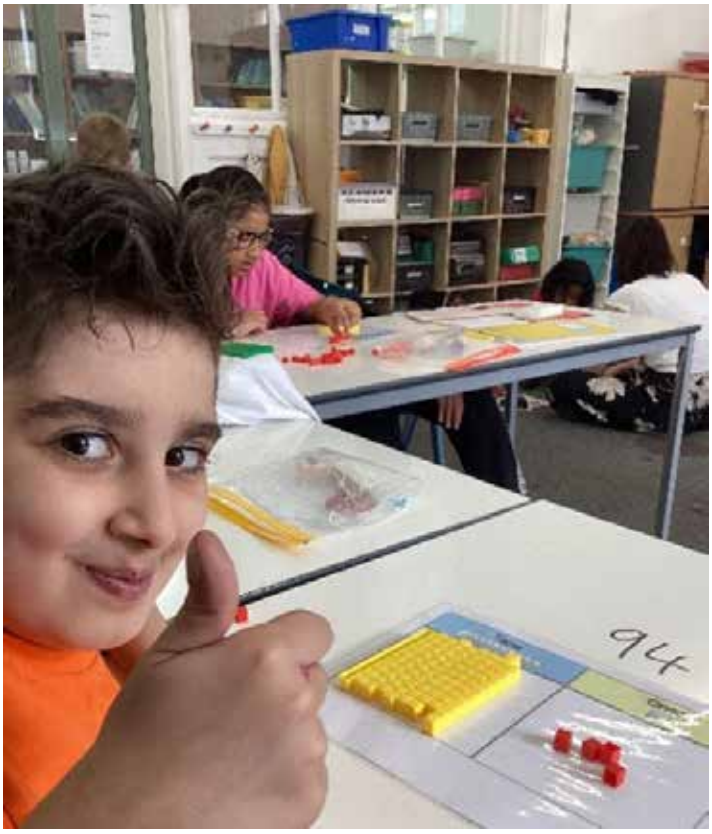
Our six school values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, sit right at the heart of that approach, and you will find them explicitly taught and modelled by everyone here, every day.

As a leader I try to be transparent, and I am always reflecting on how we, and I, can do things better. I look for the same qualities in the people who join our team.

What We're Looking For

We are looking for people who are:

- reflective, and always looking to develop and improve
- hardworking, and able to bring the right mindset and energy to the job every day
- honest and open, especially when they need support
- willing to recognise and share their own strengths, because it is by each of us using what we are good at, in our own way, that we build a genuinely strong team
- committed to our relational approach and to living out our school values
- caring and committed to working with children
- willing to work collaboratively and play a full part in the wider life of the school
- holding high expectations of every child, whatever their background or circumstances, and striving to make sure every child has the opportunity to succeed



In return, we offer a supportive environment to work in, a hardworking and friendly staff team, good professional development, and enthusiastic children with a wide range of talents and abilities.

If you would like to find out more, I would encourage you to visit the school and see us in action, or to get in touch with any questions. I hope the information in this pack gives you a real sense of what Nether Green is about, and I look forward to receiving your application.

Yours sincerely,

Will Allen

Will Allen

Headteacher

Artsmark Silver Award Awarded by Arts Council England

Information About Our School

Nether Green Junior School is a large, popular junior school in the west of Sheffield, with a wide catchment area that stretches from Mayfield Valley into the centre of town. Most of our children join us from Nether Green Infant School and Broomhill Infant School, and the school tends to be oversubscribed.

We have approximately 380 children on roll, organised into thirteen registration groups, three classes in each year group, plus an Integrated Resource for pupils with Communication and Interaction, and Cognition and Learning needs, which has places for 16 pupils. Our mainstream teachers and our Integrated Resource staff work closely together, and children from the Resource integrate into mainstream classes for lessons such as PE, music, art and a variety of other subjects, wherever this suits their needs.

Our main building is a Victorian building housing ten classrooms, a music room, the head teacher's and administrator's offices, alongside two double mobile classrooms that provide teaching space for our Year 4 children and further group space. Community groups use the building during the evenings, including an After School Club providing extended care for children before and after the school day.

Our library sits within our main hall, right at the centre of the school, reflecting how much importance we place on reading and on developing a genuine love of books. The main hall is also where we come together as a whole school, including our weekly celebration assembly, where we recognise the achievements of everyone in our school community, and it has a permanent stage that reflects how highly we value the performing arts. We are also fortunate to have a purpose built sports hall on site, separate from our main hall, which really supports our strong focus on sport, and a separate dining hall where children have their lunch.

Our relational approach means that trauma-informed, relationship-focused strategies, such as co-regulation and restorative conversations, are embedded in daily practice across every classroom. The Nest is our dedicated space for interventions, offering children further support from a trained adult whenever they need it. We also have a separate sensory room, giving children another space suited to their individual sensory needs.

We are also developing a Forest Skills intervention, which we are working to embed fully into our curriculum, because we want to keep expanding what we offer and make sure our children build as wide a range of skills as possible.

Our ethos is built on the belief that every child matters, and that principle, alongside enjoyment and excellence, runs through our curriculum, our relationships and our day to day life as a school. We have worked hard, and continue to work hard, to make our environment rich and fun, because we want Nether Green to be a huge, happy memory for every child who passes through it. We also see ourselves as an important stepping stone for our children as they move on from infant school and prepare for secondary school and the next stage of their life, and that is why our six values, Effort & Resilience, Independence, Pride, Empathy, Teamwork and Respect, are explicitly taught and modelled every day, so that every child leaves us genuinely ready for what comes next.

To find out more about our day to day life, I would encourage you to look at our website, where our weekly newsletter shows what we have been up to. You will also find our curriculum threads of citizenship, enrichment and collaboration there, which are a big part of what we do at Nether Green Junior School.

Nether Green Junior School

Integrated Resource

Communication & Interaction

Cognition and Learning

An introduction to our Integrated Resource

Nether Green Junior School Integrated Resource offers specialist provision for children in Y3 to Y6 with special educational needs. It is funded by the Local Authority who decide which children are allocated a place, through the consultation process. All of the children in the resource have an EHCP. Pupils can start in the resource at any time during Key Stage Two (age 7 – 11), although most of our children start in Year 3. The resource is staffed with a high ratio of staff to children (approximately 1:3). Our staff are trained to meet the needs of children with a variety of learning needs. Our pupils remain placed within the IR until Y6, unless it is agreed otherwise. They then go on to the secondary schools appropriate to their needs, either to a mainstream secondary school, to an integrated resource in a mainstream school or to a special school.

Our Aim

Our aim is to offer a flexible curriculum and programme to meet the social, emotional, physical and academic needs of all of our individual children. During their time spent in the IR, we aim to allow pupils to have the opportunity to work on individual programmes of learning and to focus on speech and language skills, independence skills and life skills. We aim to enable children to integrate into mainstream school life as fully as possible both in the classroom and the wider school activities. Most importantly, the children have time to build their selfesteem in a nurturing environment, to give them the confidence to reach their potential.

Who attends our IR?

As its name suggests, the Integrated Resource offers specialist provision within a mainstream school setting. It benefits those children who have a relatively high level of need, but also need access to a mainstream setting. We can offer specific programmes, a high ratio of adult support, specialist staff and also access to whole school activities. We cater for children whose EHCP indicates communication and interaction and/or cognition and learning as their primary need. Our children need small group work, one to one support and intensive programmes. Most importantly, the children benefit from being in a mainstream setting, with access to mainstream lessons, environment and friends.

Our IR Team:

Mrs C Grocutt – Leader of the Integrated Resource
Ms L Alger – Higher Level Teaching Assistant
Mrs TwidaleSmith - Higher Level Teaching Assistant
Miss Clegg – Higher Level Teaching Assistant
Mr Howlett - Teaching Assistant
Miss Barrett – Teaching Assistant
Mrs S Akhtar – Teaching Assistant
Mrs V Stewart – Teaching Assistant

One of the main advantages of the Integrated Resource is the level of staffing available for the children. The ratio is roughly one member of staff to 3 children, although this can vary dependent upon the level of support required. The way this is managed is varied, to give children support when they need it. Children are supported (as appropriate to their needs) within the mainstream environment and additional support is available at lunchtime. The children's programmes of work are planned and managed by the Leader of the Integrated Resource, who closely tracks and monitors the children's progress using the Birmingham Toolkit. Appropriate work is overseen and delivered by the Leader and other members of the team. All the staff have specific training in areas of special educational needs.

Our school day

The resource is split across two classrooms; where we have two pathways; one of our classrooms is a more formal learning environment, whereas the other supports with communication, chunked learning and learning through play.

We try to make our school days as predictable as possible, using clear visual timetables throughout. The setup of our provision and of our school day changes with each cohort of children, according to their need.

Each child is also linked to a mainstream class and will join these lessons as needed. IR staff liaise closely with link class teachers to ensure that integration is as successful as possible, supporting as needed. On occasions, pupils may join their mainstream class unsupported, when focusing on building up a level of independence. The above description gives a general overview of how the IR works but it can be very different experience for each individual child. Personalised programmes and timetables are put in place to ensure that we meet the needs of each individual child.

We aim for the children to be as independent as possible at playtimes and lunch times. The children eat their lunch in the dining hall, and are always supported by our staff, in the hope that they will be encouraged to become independent. Part of the children's curriculum teaches them how to develop social skills and play.

Parents/carers
We value a close relationship with parents and carers. IR staff are available to talk to parents and carers both in the morning and at the end of the day. We encourage parents to communicate with us using our evidence for learning app, which is updated daily.

Summary
Life in the IR at Nether Green Junior School is never dull! We pride ourselves on having a totally flexible, nurturing approach and we are always on the lookout for opportunities to include our children in as many experiences as possible. Every child matters in our IR, and we do our best to prepare them for their next steps.

For further Details
Mrs Charlotte Grocutt – Leader of the Integrated Resource
Mr Will Allen – Head Teacher

Nether Green Junior School
Fulwood Road
Sheffield
S10 3QA

Tel: 01142302461
Email: enquiries@nethergreen
jun.sheffield.sch.uk

Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children. It is a happy, vibrant and productive workplace for children and staff alike where children take part in a rich variety of experiences that enhance and support academic learning.

We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Values

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Effort & Resilience

Have a growth mindset
Learn from their mistakes
Embrace challenges
Strive to better themselves
Take risks & try their best
Never give up
Show a positive attitude to learning

Independence

Have high aspirations & expectations of themselves
Have ownership of their school
Think freely & be a critical thinker
Be passionate & curious about their learning
Use initiative & take responsibility
Be an active learner
Be creative

Pride

Show pride in one another's achievements
Have pride in their work & all aspects of learning
Look after their school, resources & environment
Take pride in their achievements

Empathy

Make others feel welcome and included
Embrace difference, diversity & other cultures
Show kindness and care for others
Be humble and considerate
Take an interest in our community & wider world
Appreciate the values we share as a society

Teamwork

Work & play together fairly & with respect
Listen actively, collaborate & compromise
Respect different ideas
Support those who need it

Respect

Be polite & well-mannered
Be positive, friendly and caring
Value themselves & other people
Have mutual respect & tolerance for all
Respect our school & its environment

Copy of the Advertisement

Headteacher: Mr Will Allen	Chair of Governors: Mr Steve Middleton	Number on roll: 380 whole school	Number on roll in IR: 16

JOB TITLE	Teaching Assistant Level 2 in the Integrated Resource – Temporary until 31 August 2027
GRADE SALARY	Grade 3, £25,583 - £25,989 pro rata
CONTRACT TYPE	37 hours per week, 39 weeks per year
LOCATION	Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA, Tel 0114 2302461
POST ADVERTISED	Our Integrated Resource (IR) is a sixteen-place specialist provision for children in Years 3 to 6 whose EHCP identifies Communication and Interaction & Cognition and Learning as their main area of need. Most children remain in the IR for a large part of their day and integrate into mainstream classes where appropriate. Please read our recruitment pack for more information about our school and our Integrated Resource.

Main Duties and Responsibilities

The Governors are seeking to appoint a caring, committed, hardworking and enthusiastic Teaching Assistant Level 2 to support learning in the Integrated Resource. You will use your own initiative to carry out a range of duties that support the class teacher in raising children's attainment.

Your duties will include working within a large team to support pupils' general learning, with particular emphasis on literacy, numeracy and meeting EHCP outcomes. This role will also involve supporting children with their personal and intimate care needs.

We are looking for someone willing to get involved in training and all aspects of school life.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

ENQUIRIES

Further details, application form, job description and person specification are available on our website, please visit **https://www.nethergreen-jun.sheffield.sch.uk/vacancies/** or contact the school at **recruitment@nethergreen-jun.sheffield.sch.uk**

OPPORTUNITY TO VIEW THE SCHOOL

- Monday 28 September at 9.00am and 4.00pm
- Thursday 1 October at 9.00am

CLOSING DATE

All completed application forms should be received at the school by Monday 5 October by 9.00am. Completed application forms should be emailed to the school at **recruitment@nethergreen-jun.sheffield.sch.uk**
or posted to **Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA.**

SHORTLISTING / INTERVIEWS

- Shortlisting: Week commencing 5 October 2026
- Interviews: Week commencing 12 or 19 October 2026

Job Description

CITY of SHEFFIELD
JOB DESCRIPTION

CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
SCHOOL	NETHER GREEN JUNIOR SCHOOL
POST TITLE	TEACHING ASSISTANT - LEVEL 2
ROLE PROFILE	LD2.5
TOOLKIT JOB REF NUMBER	ToolkitJD-13c
GRADE	3 (inclusive of JWCs) Mainstream School 3 (inclusive of JWCs) Special School
RESPONSIBLE TO	Line Manager as defined in staffing structure
RESPONSIBLE FOR	As defined in staffing structure
HOLIDAY AND SICKNESS COVER	
PURPOSE OF JOB	TO WORK UNDER THE INSTRUCTION/GUIDANCE OF TEACHING/ SENIOR STAFF TO UNDERTAKE WORK/CARE/SUPPORT PROGRAMMES, TO ENABLE ACCESS TO LEARNING FOR PUPILS AND TO ASSIST THE TEACHER IN THE MANAGEMENT OF PUPILS AND THE CLASSROOM. WORK MAY BE CARRIED OUT IN THE CLASSROOM OR OUTSIDE THE MAIN TEACHING AREA
RELEVANT QUALIFICATIONS AND EXPERIENCE	• GOOD LITERACY/NUMERACY SKILLS • COMPLETION OF DfE TEACHER ASSISTANT INDUCTION PROGRAMME • NVQ 2 FOR TEACHING ASSISTANTS OR EQUIVALENT QUALIFICATIONS OR EXPERIENCE • TRAINING IN THE RELEVANT LEARNING STRATEGIES E.G. LITERACY • FIRST AID TRAINING/TRAINING AS APPROPRIATE

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Job Description for Post of:
Integrated Resource Level 2 Teaching Assistant
Specific Duties and Responsibilities

Main Duties and Responsibilities

SUPPORT FOR PUPILS

1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
3. Establish constructive relationships with pupils and interact with them according to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact with others and engage in activities led by the teacher
6. Set challenging and demanding expectations and promote self-esteem and independence
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR THE TEACHER

8. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
9. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
10. Assist with the planning of learning activities
11. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
12. Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
13. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
14. Establish constructive relationships with parents/carers
15. Administer routine tests and invigilate exams and undertake routine marking of pupils' work
16. Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

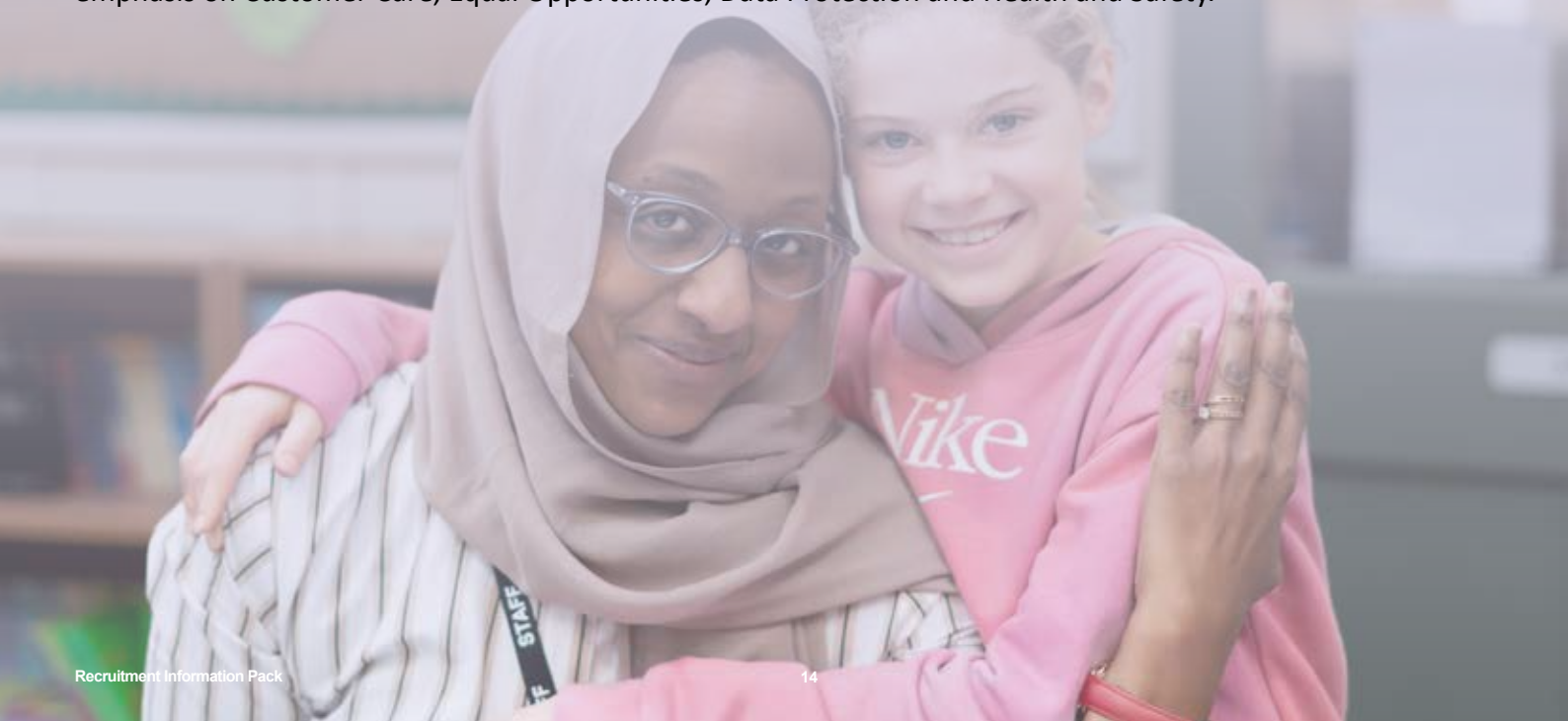
17. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
18. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
19. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
20. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

21. 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
22. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
23. Contribute to the overall ethos/work/aims of the school
24. Appreciate and support the role of other professionals
25. Attend and participate in relevant meetings as required
26. Participate in training and other learning activities and performance development as required
27. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
28. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
29. Any other related duties as may arise.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.



Person Specification
Integrated Resource Level 2 Teaching Assistant

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
Skills/Knowledge • Knowledge of KS2 curriculum • Knowledge of schools systems • Behaviour management skills • Provide support to staff • Ability to work as part of team • Ability to make decisions • Ability to work using initiative • Interpersonal skills • Communication skills (oral, spoken and written) • Ability to prioritise and work to dead lines	Application form Interview Assessment
Experience/Qualifications/Training etc. (if any) • Classroom experience • Successful recent experience with children • Ability and experience of working with challenging children • Commitment to staff development • Relevant NVQ levels or commitment to train and achieve • Be prepared to learn from others	Application form Interview Assessment
Work Related Circumstances • Ability to work with small groups of pupils under direction of class teacher • Ability to work with individual children • Ability to work with children with SEN • Ability to form good working relationships with pupils, staff, parents and other people involved in school life. • Practical commitment to equal opportunities • Commitment to school life • Awareness of the role Key stage two assistant • Understanding and commitment to work with the community • Flexibility • Enthusiasm • Dedication • Appropriate sense of humour • Sensitivity and tact • Ability to work under pressure • Commitment • Calm approach • Punctual, reliable and good health record	Application form Interview Assessment

The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. *You are requested to submit a concise application.*

2. Education and Training
State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment
Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment
When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees
Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application
The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. *Please limit your supporting statement to two sides of A4 in size 11 font.*

7. Arrangements for Interview
Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the **safeguarding information** on the school website prior to attending the interview.

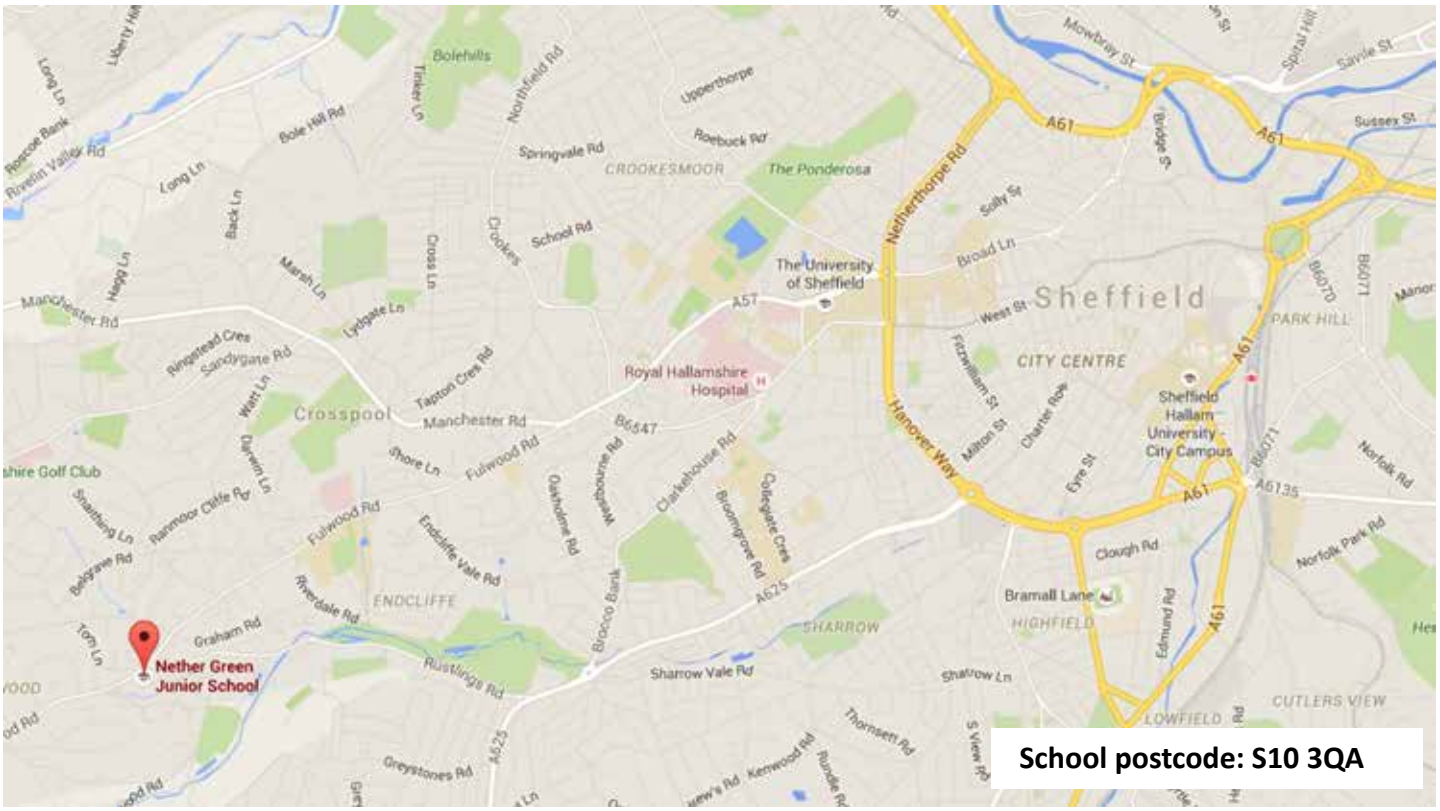
8. The Interview
Candidates will be invited to an interview process at the school during which time they will have the opportunity to meet staff and students and see the school at work.

9. Feedback
Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment
Selection is made conditional upon the successful candidate meeting the school's requirements for health, physical capacity and conduct.

11. Arrangements for Applications
When you have completed your application, the completed form and covering letter should be e-mailed to **recruitment@nethergreen-jun.sheffield.sch.uk** by the closing date

Nether Green Junior School Location



Directions from the City Centre

From: Sheffield Train Station Sheaf Street, Sheffield S1 2BP

- Take A61, St Mary's Gate and Hanover Way to Glossop Rd/B6547
- Head south-west on Sheaf St/A61 towards Sheaf Square.
- Continue to follow A61.
- Use the right 2 lanes to turn slightly right onto St Mary's Rd/A61.
- Continue onto St Mary's Road.
- At the roundabout, take the 2nd exit onto St Mary's Gate.
- At the roundabout, take the 2nd exit onto Hanover Way.
- Continue onto Upper Hanover St.
- Follow Glossop Rd/B6547 to Fulwood Rd.
- Turn left onto Glossop Rd/B6547.
- Turn left onto Fulwood Rd/A57.
- Keep left to continue on Fulwood Rd for 1.3 miles until you reach Nether Green Junior School.

Key Dates for your Diary

Before the closing date if you wish to speak to the headteacher about the post please contact the school office.

Visits

Visits to the school are encouraged on one of the following times/dates. *Please phone to book a place.*

- Monday 28 September at 9.00am and 4.00pm
- Thursday 1 October at 9.00am

Closing Date

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Shortlisting/Interviews

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