



Trinity All Saints C of E Primary School
COLLABORATIVE LEARNING TRUST



SEN 1:1 and small group work TEACHING ASSISTANT

INFORMATION FOR APPLICANTS

NJC B1-B3 SCP 4-11

£15,796 - £17,754

30 hours per week

Fixed Term 1st September 2024-31st August 2025



COLLABORATIVE
LEARNING TRUST

Working Together to Secure Success

SEN 1:1 TEACHING ASSISTANT

Location: Trinity All Saints C of E Primary School

Contract: 30 hours per week, Fixed Term 1st September 2024 – 31st August 2025

Closing Date: Tuesday 18th June 2024 at 12 noon

Selection Day: Monday 24th or Wednesday 26th June 2024

SEN 1:1 TEACHING ASSISTANT

Thank you for your enquiry regarding this post.

Please look on the school's website [here](#) for more information about the school and for relevant policies e.g. Child Protection etc.

You will find in this booklet:

- Information about the post
- Information from the headteacher
- Job Description
- Person Specification
- Guidance for completing the application form

If you have a disability and require this information in a different format, for example, Braille, larger print or on CD, please contact the school:

01274 564977

The closing date for applications is Tuesday 18th June at 12 noon. Please note that it is our policy not to accept late applications. Shortlisting will commence immediately with interviews taking place on Monday 24th or Wednesday 26th June 2024.

Following the closing date, a recruitment panel will review the information provided and consider how well it matches the person specification. Shortlisted candidates will then be invited in for interview and references taken. On the interview day, as well as teaching a lesson, a number of sessions may be organised which may include completing a data or written task, producing a presentation, meeting with students or, dependent on the role, a combination of the above. The results of these sessions will inform the panel in their decision to take candidates through to a formal interview.

The school is committed to safeguarding and promoting the welfare of our students and expect all staff and volunteers to share this commitment. All appointments will be subject to an Enhanced Disclosure and Barring Service check.

We aim for diversity within our workforce. Applications are welcome from all, irrespective of sex, sexual orientation, gender identity, race, religion or belief, marital status, age or disability.

All Collaborative Learning Trust schools are non-smoking/vaping sites.

Please note it is the Trust's policy that reimbursement will not be made with regard to candidates' expenses.

INFORMATION ABOUT THE POST

We are looking for a SEN teaching assistant for 1:1 and in class support to work under the instruction and guidance of teachers or senior staff to undertake work, care and support programmes that will enable our pupils to access learning and to assist the teacher in the management of pupils and the classroom. This role is primarily to provide 1:1 and small group support, primarily within the class.

Key Information about the Role

- Primarily 1:1 and small group support
- Supporting groups of learners and work within KS1
- Assessing, recording and reporting on pupils' achievement, progress and development

INFORMATION ABOUT COLLABORATIVE LEARNING TRUST

Currently the Trust comprises:

1. Prince Henry's Grammar School, Otley, Leeds
2. Bramhope Primary School, Bramhope, Leeds
3. St Mary's Church of England Primary Academy, Hunslet, Leeds
4. Micklefield Church of England Primary Academy, Micklefield, Leeds
5. All Saints Church of England Primary School, Little Horton Green, Bradford
6. Trinity All Saints Church of England Primary School, Bingley
7. Ashfield Primary School, Otley, Leeds

VISION

The Collaborative Learning Trust will be recognised as a highly successful learning community that provides outstanding, sustainable, and inclusive 'nursery to 19' education for young people of all abilities. Students will leave Collaborative Learning Trust schools having enjoyed their education and developed into lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to, and succeed in, our 21st century society.

Our vision is underpinned by the following values:

- **Education for the common good of the whole community** – supporting the development of lifelong independent learners with the creativity, adaptability, resilience and leadership skills to contribute to society
- **Education for dignity and respect** – a focus on equality for all, trust, integrity, respect and an appreciation of diversity
- **Education for wisdom, knowledge and skills** – high quality teaching and learning designed to secure the 'all round' education of young people and engender a passion and enthusiasm for learning
- **Education for hope and aspiration** – a culture of aspiration and success (in students, staff and governance)

This will be achieved through:

- A commitment to a genuinely collaborative approach to ensure sustained school improvement towards the vision
- Strong ethical leadership and behaviour at all levels
- Autonomous ethos and identity for each school, whilst sharing core values and vision across both church and non-church schools
- Effective staff professional development and opportunities for excellent practitioners to develop their career

'We as a Trust have signed up to the Yorkshire and Humber climate action pledge, making a commitment to protecting the climate and nature'

INFORMATION FROM CATHERINE TAYLOR: HEADTEACHER, TRINITY ALL SAINTS C of E PRIMARY SCHOOL.

Dear Prospective Applicant,

Thank you for expressing an interest in working at Trinity All Saints Church of England Primary School. The school is situated in the heart of Bingley. We take pride in serving our community and fostering strong relationships within school in order to ensure our pupils grow into the very best versions of themselves.

Our Vision

GROWING TOGETHER' IS OUR SCHOOL VISION; IT REMINDS US THAT WE MUST ALL WORK TOGETHER TO GROW INTO THE VERY BEST VERSIONS OF OURSELVES.

'Growing Together' into the very best versions of ourselves is our vision, underpinned by the Parable of the Mustard Seed. Children and adults are like the mustard seed as they join our community. Together we grow into a strong, grounded tree extending its branches to others to provide a place of safety and learning.

Matthew 13: 31-32: "The kingdom of heaven is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade. In the Bible, the Mustard Seed is often seen as a symbol of faith. The Parable teaches us to have faith in Jesus, faith in ourselves as individuals and faith along our learning journey. Trinity All Saints children understand that the Parable teaches us:

'We can all GROW to be GREAT in God's love'

When children start our school, they are like the tiny mustard seed and as they move along their learning journey, we work hard to provide them with every opportunity to flourish and grow into the very best versions of themselves ready for the next stage of their learning journey.

We can only achieve this vision if we have the best staff team and if you feel you can 'fit the bill', I would encourage you to look at the school's website and, if possible, visit the school itself to find out more. Please contact the school to arrange a visit, we look forward to hearing from you.

Good Luck,
Catherine Taylor

COLLABORATIVE LEARNING TRUST EMPLOYEE BENEFITS

The collaborative Learning Trust promotes employee wellbeing across all of our schools. One of the many ways we implement this is through our fantastic employee benefits which include:

Employee Assistance Programme:

A 24/7 confidential advice and counselling helpline available at no cost to all employees.

Pension Scheme:

We offer a fantastic teaching and support staff pension scheme.

Cycle to work scheme:

Spread the cost of a new bike over 12 or 24 months through salary sacrifice (terms and conditions apply).

Home and Tech scheme:

Spread the cost of a Curry's or Ikea gift card over 12 months through salary sacrifice (terms and conditions apply).

bYond:

A pre-paid card that lets you earn cashback when shopping at your favourite stores.

Extras discounts:

Save up to 10% on the upfront cost of a wide range of big-brand gift cards.

Tastecard Promotions:

Discount on an annual subscription which allows you to Save up to 50% off at hundreds of participating restaurants.

RAC Membership Cover:

A 12 month salary sacrifice offering different levels of cover options for up to 4 vehicles (terms and conditions apply).

JOB DESCRIPTION: SEN 1:1 TEACHING ASSISTANT

Name:	
Job Title:	SEN 1:1 and small group work Teaching Assistant
Salary Grade:	NJC B1-B3, SCP 4-11
Contract Type:	30 hours, Fixed Term from 1st September 2024 – 31st August 2025
Responsible to:	Headteacher

PURPOSE OF ROLE

We are looking for candidates who:

- can motivate and inspire children with high expectations for their success
- can demonstrate outstanding classroom practice or have the potential to do so
- are an excellent and creative team player with strong interpersonal skills and a fluid and flexible approach
- have a passion to make a difference for children

We can offer:

- leaders who will support you to become outstanding practitioner
- a dedicated and hard-working staff team who will support you
- a strong and positive school ethos
- a commitment to continuing your professional development as a lifelong learner

As with all Job Descriptions, the role is discussed between the post-holder and the Head teacher.

MAIN DUTIES

1. Work in partnership with class teachers to enable pupils to access the curriculum
2. Promote a positive and inclusive learning environment in the classroom and encourage pupils to achieve their personal best
3. Promote and support the inclusion of all pupils, including those with specific needs across all learning experiences
4. Assess pupils' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs
5. Use positive behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage positive behaviour and interactions from all pupils
6. Work with individuals or small groups in the classroom or elsewhere as directed
7. Assist the SENCO in collecting tracking data and information for reviews
8. Maintain records as appropriate to better inform SENCO and Senior Leaders regarding support for all pupils
9. Assist the Headteacher with pastoral issues
10. Liaise with parents/carers when necessary
11. Identify any concerns regarding pupils learning and communicate this with appropriate staff

12. Assist with the supervision of pupils out of lesson times e.g. visits/trips, clubs, extra-curricular activities, break and lunchtimes
13. Attend meetings, SENCO briefing and other relevant meetings and training as required
14. Liaise with relevant staff to support development of the curriculum and ensure achievement for all pupils.
15. Keep up to date regarding pupils' needs, effective support strategies
16. Support vulnerable pupils with personal health and hygiene if required

Generic Duties:

17. Be a positive role model to all pupils in their presentation and their personal/professional conduct
18. Be aware of and comply with policies and procedures relating to the school and child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person
19. Be aware of and comply with the code of conduct, regulations and policies of the school
20. Be aware of equal opportunities legislation and, along with colleagues, work towards ensuring that the school complies with its requirements
21. Be aware of and support differences, ensuring all pupils have equal access to opportunities to learn and develop
22. Contribute to the overall ethos, aims and objectives of the school including the school's commitment to safeguarding and promoting the welfare of children and young people
23. Appreciate and support the role of other professionals
24. Be aware of the school's duty of care in relation to staff, pupils and visitors and to comply with the health and safety policy at all times
25. Establish and maintain positive, constructive and professional working relationships with staff, visitors, pupils, parents and other professionals of the school
26. Recognise own strengths and areas of expertise and use these to advise and support others
27. Participate in the School's Performance Appraisal process and seek to develop knowledge and skills through professional development opportunities
28. Carry out any other duties commensurate with the grade of the post, as directed by the Headteacher

To undertake any other reasonable duties as commensurate with the post as determined by the head teacher.

Job descriptions may change and/or be amended, the postholder may be required to fulfil other duties commensurate with the role.

HEALTH & SAFETY

All staff will make themselves familiar with the requirements of the Health and Safety Policy which are relevant to their work.

SAFEGUARDING

Collaborative Learning Trust is committed to promoting and safeguarding the welfare of all children and expect all staff and volunteers to share this commitment. This post is subject to an enhanced Disclosure and Barring Service (DBS) checks.

In line with KCSiE 2023, we will carry out an online search as part of our due diligence on shortlisted candidates. This may help identify any matters that are publicly available online, which we might want to explore with you at interview.

Signed

Date.....

PERSON SPECIFICATION– SEN 1:1 TEACHING ASSISTANT

Title of Post	SEN 1:1 and small group work Teaching Assistant		
Specification Prepared By	HR Assistant		
Date	June 2024		
Qualifications		Essential/ Desirable (E/D)	How identified
1.	English & Mathematics GCSE Grade A*-C or equivalent	E	Application and Selection process
2.	Recognised relevant qualification or equivalent experience at NVQ Level III, GNVQ, A Level	D	
3.	Teaching Assistant, counselling, or mentoring qualification	D	
Experience and Professional Development		Essential/ Desirable (E/D)	How identified
1.	Recent relevant experience working with primary pupils	D	Application and Selection process
2.	Recent work in a school with pupils whose learning may have been impeded due to a range of circumstances	D	
Knowledge		Essential/ Desirable (E/D)	How identified
1.	Willingness to develop knowledge of school/education and SEND provision	E	Application and Selection process
2.	Willingness to develop knowledge of how to identify existing potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
3.	Understanding of principles of child development and learning processes	E	

Skills and Abilities		Essential/ Desirable (E/D)	How identified
1.	To work effectively with, and command the confidence of the SENCO, teaching staff and senior leadership within the school	E	Application and Selection process
2.	To engage constructively with, and relate to, a wide range of primary aged pupils and families/carers with different social backgrounds	E	
3.	To identify potential barriers to learning and jointly engage in strategies to overcome these barriers	E	
4.	To see the TA role as a post designed to achieve the targets in learning plans	E	
5.	To work effectively in a pupil centred way to fulfil the duties on the job description.	E	
6.	To inspire, motivate and engage pupils, encouraging them to learn	E	
7.	To work in a positive and flexible way	E	
8.	Good ICT skills and the ability to use ICT effectively to support learning	E	
9.	First Aid	D	
Personal Attributes		Essential/ Desirable (E/D)	How identified
1.	A commitment to positive teamwork and collaboration to achieve results	E	Application and Selection process
2.	A commitment to continuing professional development	E	
3.	A high standard of professional appearance	E	
4.	Adaptability to changing circumstances and new ideas	E	
5.	A sense of humour and perspective	E	
6.	Excellent interpersonal skills, approachable to all members of the Trust	E	
7.	An appetite and stamina for challenging work	E	

8.	A solution-focused mindset and determined “no excuses” approach to raising standards	E	
9.	Commitment to upholding the schools’ and the Trust’s ethos, values, policies and procedures	E	
Equal Opportunities		Essential/ Desirable (E/D)	How identified
1.	Acceptance of, and a commitment to, the principles of the schools’ and the Trust’s equal opportunities policies and practices as they relate to employment issues and to the delivery of services to the students and community	E	Application and Selection process
2.	Commitment to equal opportunities policies relating to all protected characteristic in an educational context	E	
Safeguarding		Essential/ Desirable (E/D)	How identified
1.	Ability to form and maintain appropriate relationships and personal boundaries with children and young people	E	Selection process and completion of an Enhanced DBS check
2.	Professional demeanour and appearance with the ability to maintain confidentiality	E	
3.	Has appropriate motivation to work with children and young people and can relate to them	E	
4.	Displays commitment to the protection and safeguarding of children and young people	E	
5.	Good knowledge and understanding of the importance of safeguarding students and the welfare of staff and the action to take to support this	E	
Personal Circumstances		Essential/ Desirable (E/D)	How identified
1.	Legally entitled to work in the UK	E	ID
2.	No contra-indicators in personal background or criminal record in showing unsuitability to work with children/young people/ vulnerable clients/ finance	E	Completion of Criminal Background declaration

			and Enhanced DBS check
3.	Willingness to complete a Pre-Employment Health Declaration if appointed	E	Pre-Employment Health Declaration
4.	Willingness to work additional hours, occasionally, if required for the successful operation of the Trust	D	

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GUIDANCE FOR COMPLETION OF THE ON-LINE APPLICATION FORM

Please complete the application form in full, giving as much information as possible and answering **all** questions before submitting the application.

REFERENCES

Please supply details of two referees, one of which must be your current or most recent employer. If you are currently working in a school setting then one of the referees must be the current Headteacher. Friends and family cannot be used as referees.

If you are not currently working with children, but have done so in the past, then an additional reference from that employer will be required.

Safer Recruitment procedures require that we contact at least one referee before interview.

EMPLOYMENT HISTORY

Please list previous appointments in sequence, current or most recent first. Please include your salary grade in the Position Title e.g. Reception Teacher M4 + TLR2A. Please also include at the end of the Responsibilities section the reason why you left the post e.g. promotion, relocation etc. Please also list other work experience and the details and nature of the work/activity. If you were not in work at any time please give details of what you were doing e.g. Gap Year Jan 2011-Jan 2012, Unemployed July 2010–December 2010 etc.

EDUCATION HISTORY

Please ensure that you advise all your qualifications, in date order current or most recent first, including those obtained at school. Please advise the grade achieved with regard to degree qualification i.e. BA in History 2:i. Please list all A levels together in one box and in another box list all GCSEs together, along with the grades obtained.

OTHER COURSES OR PROFESSIONAL DEVELOPMENT

Please include any professional development that may be relevant including dates and grades obtained.

INFORMATION TO ADDRESS THE PERSON SPECIFICATION

Please use the sections provided to detail your Skills & Abilities, Knowledge and Experience as described in the Person Specification and relevant to the Job Description. You can use the Additional Information section to detail anything else that you feel is relevant to the role and why you feel you would be an ideal candidate for this post.

STATEMENT ON THE RECRUITMENT OF EX-OFFENDERS

- As an organisation which is exempt from the Rehabilitation of Offenders Act and using the Disclosure & Barring Service to assess applicants' suitability for positions of trust, we comply fully with the DBS Code of Practice and undertake to treat all applicants for positions fairly. We do not discriminate unfairly against any subject of a Disclosure on the basis of conviction or other information revealed.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependants, age, physical/mental disability or offending background
- We actively promote equality of opportunity for all with the right mix of talent, skills, and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their skills, qualifications, and experience.
- All applicants who are offered employment in a school will be subject to an Enhanced Disclosure and Barring Service (DBS) check. This will include details of cautions, reprimands and warnings as well as spent and unspent convictions. An enhanced disclosure may also contain non-conviction information from local police records which a chief police officer thinks may be relevant. A statement advising that a Disclosure will be requested in the event of the individual being offered the position will be shown in all job adverts and recruitment packs.
- We can only ask an individual to provide details of convictions and cautions that we are legally entitled to know about. Applicants must therefore disclose all spent and unspent convictions, cautions, reprimands and final warnings that are not 'protected' (i.e. filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) order 1975 (as amended in 2013).
- We ensure that staff involved in recruitment have received appropriate guidance on the relevant legislation relating to the employment of ex-offenders (e.g. the Rehabilitation of Offenders Act 1974 and its amendments in 2013) and know how to access advice and support.
- You will have the opportunity for an open and measured discussion on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position sought could lead to withdrawal of an offer of employment or disciplinary action which could result in dismissal.

- We make every subject of a DBS check aware of the existence of the DBS Code of Practice and make a copy available on request.
- We undertake to ensure that any matter revealed in a Disclosure is discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar you from working with us. This will depend on the nature of the position and the circumstances and background of your offences.



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01274 564977

office@trinity.bradford.sch.uk

www.trinityallsaintsbingley.org.uk

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BD16 2PP

A PROUD PART OF



**COLLABORATIVE
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Working Together to Secure Success