



**SEN General Teaching Assistant
St. Martin's C of E Primary School, Scarborough**

Recruitment Information Pack

Contents

About the School	3
Application Process	4
Job Description and Person Specification	5 -

St Martin's C of E Primary School

St Martin's C of E Primary School

'Serve one another in love' – Galatians 5v13

Here at St Martins C of E Primary School we provide a vibrant and inspirational setting and serve the communities around the Scarborough Headlands and beyond. Our learning environment and education provision that is offered to our 268 children on roll is second to none and our teaching assistants play an important part in school life. Our Christian ethos helps make our school welcoming, calm and purposeful.

St Martin's always strives to be a caring community firmly rooted in the Christian faith. We recognise that each child is filled with unique, God given potential. You will be joining a school that has tackled all key areas of school improvement in recent years. We have a cohesive staff team, delightful children and strong and supportive Governors - all united to continuing our impressive improvement journey.

Thank you for taking an interest in our school and we look forward to receiving your application and meeting you.

Best wishes

Claire Barber
Headteacher

Application Process

The closing date for all applications is **9am, Monday 9th October 2023**.

Interviews will be held on **Friday 13th October**.

[Apply Via the NYC Jobs Page](#)

If you experience any difficulties with the application process, please email us at NYES.Resourcing@northyorks.gov.uk

Please contact us if you need an application form in a different format.

Unfortunately we do not accept CVs.

An email will be sent to shortlisted candidates with details of the interview process.

Queries

Informal chats with our Headteachers are welcomed. For queries or to arrange a call with the Headteacher / Head of Department, please contact:

Sarah Hunter at sarah.hunter@northyorks.gov.uk or on 07816 251 271.

We actively welcome you to contact us to chat through the role and talk informally about the school/post and how working here will make a real difference to the children and young people in the area.

Job Description

POST:	General Teaching Assistant (GTA) SEN
GRADE:	Grade C Scale 2- 4 plus SEN allowance
RESPONSIBLE TO:	SENCO
STAFF MANAGED:	None
POST REF:	
JOB PURPOSE:	- To work, under the direction of the class teacher and other appropriate staff, in assisting in and contributing to the planning, delivery and evaluation of the learning process. The post holder will work in classes, or other appropriate locations with access to support and guidance, supervising groups and /or individual pupils. - To assist in the induction and development of classroom support staff as required.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	- Support pre planned learning/behaviour activities as directed by the class teacher. - Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process for children. - Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning. - Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies. - Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs. - Assist in escorting and supervising pupils on educational visits and out of school activities. - Undertake break supervision as required. - To encourage pupils to interact with others and engage in activities led by the teacher.
Communication	- Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals. - Communicate effectively with all pupils, families, carers and other agencies / professionals.

Sharing information	• Share information confidentially about pupils with teachers and other professionals as required. • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality. • Participate in staff meetings.
Safeguarding and Promoting the Welfare of Children/Young People	• Carry out tasks associated with pupils' personal hygiene, and welfare, including physical and medical needs, whilst encouraging independence. • Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate.
Administration/Other	• Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work. • Support the use of ICT and adhere to relevant policies. • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations. • Participate in appraisal, training and other learning activities. • To contribute to the overall ethos/work/aims of the school.
Health & Safety	• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure. • Work with colleagues and others to maintain health, safety and welfare within the working environment.
Data Protection	• To comply with the School's policies and supporting documentation in relation to Information Governance, including Data Protection, Information Security and Confidentiality.
Equalities	• Promote inclusion and acceptance of all pupils. • Within own area of responsibility, work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values.
Customer Service	• The School requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment. • The School requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values.

Person Specification

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
Knowledge • An awareness of child/young person's development and learning. • An understanding that children/young people have differing needs.	• Good understanding of child development and learning processes. • Knowledge of behaviour management techniques. • Knowledge of Child Protection and Health & Safety policies and procedures. • Knowledge of inclusive practice.
Experience • Experience appropriate to working with children with special educational needs in a learning environment.	
Qualifications • Relevant NVQ Level 2 qualification or equivalent. • GCSE Grade C or above in Maths and English (or equivalent).	• Relevant NVQ level 3.
Occupational Skills • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers. • Good reading, writing and numeracy skills.	• Basic ICT Skills.
Personal Qualities • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality. • Flexibility. • Resilience. • Patience. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	• Creativity.
Other Requirements • Enhanced DBS Clearance. • To be committed to the school's policies and ethos. • To be committed to continuing professional development.	

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
• Motivation to work with children and young people. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Emotional resilience in working with challenging behaviours and attitudes. • Ability to use authority and maintain discipline. • An empathy for equality & diversity.	