



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'



Cranborne CE First School and Nursery

SEN Teaching Assistant



Recruitment Pack



Welcome to the Diocese of Salisbury Academy Trust (DSAT)

and thank you for your interest in working with us. The Trust is based at the Diocesan Education Centre in the historic village of Wilton, located three miles to the West of the medieval city of Salisbury.

In this pack we have enclosed some interesting and useful information about the Trust, which works with twenty-two academies across the Diocese. You can find out more about these and the strengths of our organisation on our website at www.dsat.org.uk. We take safeguarding seriously and candidates will be subject to rigorous procedures to ensure that our children are suitably protected at all times. This will include an enhanced DBS check for all successful candidates before employment is confirmed.

This recruitment pack includes:

Our School

Brief outline of who we are and what we do

Job Advert and How to Apply

Please ensure that your application relates to the correct advertisement and that you have been able to find details of how to apply with the correct form.

Job Description and Person Specification

We aim to provide you with a clear indication of the role you are applying for. When completing your application, we ask you to relate your experience and skills to the Job Description and Person Specification in a clear and succinct manner.

DSAT Vision and Values

This document outlines the strength of the ambitions that we have for our Trust and our vision for all of the children in the Trust.

Equal Opportunities Monitoring Form

We are committed to equality in the workplace and supporting the development of all our employees.

Privacy Notice

We want you to be aware of how any personal data you provide will be processed up to and beyond the appointment of a successful candidate.



Cranborne

CE First School and Nursery

Our School Values & Ethos

In formulating our ethos, we have considered the tradition of church schools, remembering the foundation of Christian faith that informs them, and wanting to convey that our faith is real and communicated in word and action.

We nurture every child, family and staff member in our school community and encourage our children to develop Christian values of love, friendship and respect for all around them. We inspire their curiosity and support their learning to prepare them for their future.

Our values are reflected in these behaviours:

- Providing a safe environment where every individual is valued and empowered and where achievement is celebrated
- Creating a learning environment, with a broad and balanced curriculum, within which our children can achieve and can excel
- Enabling each child to realise his or her full potential
- Fostering in every member of our school community a caring and responsible attitude and a respect for others and the world in which we live
- Developing self-esteem and self-discipline in each member of our school community
- Forging partnerships with parents and the wider community for the benefit of our children
- Offering every opportunity for children and adults to experience joy and wonder within the context of our village and its surrounding area and providing opportunities for experiencing other cultures
- Embedding a forward-looking culture
- Looking back, looking around, looking forward, all in the light of the Lord.

We summarise these values in our school motto: **Love, Learn, Fly**



Job Advert

Job Title	SEN Teaching Assistant
Academy Name	Cranborne Church of England First School
Location	Water Street, Cranborne, Dorset, BH21 5QB
Contract Type	Fixed term, 26 hours per week, term time only (days and sessions to be agreed, with flexibility over number of hours)
Salary	Grade 5 SCP 4-6 (£9.99 to £10.39 per hour)
Pension	Local Government Pension Scheme
Contact	Annette Faithfull – Headteacher 01725 517439 email office@cranbornefirst.dsat.org.uk
Closing Date	Wednesday 28 th September at 9.00am
Interview Date	Week beginning 3 rd October 2022
Start Date	10 th October (or as soon thereafter)

The Academy wishes to appoint a special educational needs teaching assistant to support a child with additional needs. The role will involve supporting the child's mobility, support in class, as well as some one-to-one learning. The role will involve some general classroom duties, and with responsibility for children's learning within a group or individually, including the lunchtime period, as directed by the Headteacher/Assistant Headteacher/Class Teacher. The successful applicant would be expected to liaise with parents, teachers and outside agencies.

We are looking for someone who is flexible, adaptable, has a willingness to be reflective and is able to work effectively in a close-knit class and school team for the benefit of all the children at our school.

We can offer a positive, supportive community of staff, governors and parents, happy and motivated children, and a strong ethos based on Christian values.

To apply, please complete all sections of the application form and return by 9.00am on the closing date to office@cranbornefirst.dsat.org.uk. Please note that CVs will not be accepted.

The Diocese of Salisbury Academy Trust (DSAT) is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check, and where applicable, a prohibition from teaching check will be completed for all applicants.'

Job Description

Job Title: SEN Teaching Assistant
Reports To: Headteacher, SENCO

Grade: Dorset Grade 5, SCP 4-6
Salary Range: £9.99 - £10.39 per hour

Main Job Purpose:

Responsible for working across a discrete range of pupil need (e.g. signing for deaf children/supporting children with visual impairment) and for some activities delivered on a one-to-one basis.

To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.

There is a Special Needs input in the support to pupils in activities. Support is largely on a one to one basis to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').

Main Duties:

1. **To support the teaching and learning processes.**
 - Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
 - Focus support in areas needing improvement both academic and social/emotional.
 - To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
 - Motivate and encourage pupils to concentrate on and fulfil the tasks set.
 - Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
 - Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
 - Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
 - Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
 - To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
 - Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.
2. **To assist the teacher/SENCO in the assessment of pupil need and capability**
 - Developing, implementing and managing predominantly individual pupil learning strategies aimed at the
 - management of pupil learning and behaviour
 - establishing and maintaining of relationships with the individual statemented/specified pupils in support of the pupil's learning activities
 - continuous review and development of the postholder's professional practice/skills and competences
 - inclusivity of pupils with identified SEN needs

Under the guidance or direction of the teacher/SENCO/PTA:

 - Develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs.
 - To ensure that support is given commensurate with the specified need of the pupil.
 - To liaise with parents and other professional agencies in support of the identified pupil's needs.
 - To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.

- To supervise identified pupil(s) using cloakrooms, showers and toilet facilities. Supervise the pupils in playgrounds and when entering and leaving using school transport.
- To escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- To develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To assume sole supervision of the identified pupil(s). This may include whole classes for short periods in the absence of the teacher.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.

3. **General duties**

- To assist in the development, monitoring and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation, organisation and maintenance of the pupil's work and their equipment, including assistance with and creation of material display, make basic visual aids, art and craft materials, mount and display pupils' work.
- To assist in the preparation for educational visits, and where appropriate accompany/supervise student(s) undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils supported by the TA.
- To contribute to the process of school self-review.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
- To assist in the preparation and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
- To contribute to the induction and support the development of individual Teaching Assistants (TAs) professional practice, and specifically the sharing of relevant parts of the specified competences /skills held by the postholder.

4. **Where a current First Aid qualification is held, in the absence of other medical facilities:**
 - Maintain First Aid equipment and materials, and dispense medicines in accordance with school policy and Health and Safety guidelines.
 - Undertake First Aid
 - Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
5. **To comply fully with the Trust's safeguarding policy.**
6. This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the business. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Person Specification

Key criteria	Essential	Desirable
Education, training and Qualifications	<ul style="list-style-type: none"> Maths and/or English grades GCSE A-C 	<ul style="list-style-type: none"> Able to recognise own training needs and willing to undergo relevant training
Skills and Knowledge	<ul style="list-style-type: none"> Able to work successfully with pupils with challenging behaviour Able to work constructively as part of a team Able to communicate at all levels, staff, pupils, home and professionals Flexible and able to respond quickly to new situations Understanding of relevant policies/codes of practice and awareness of relevant legislation Understanding of behavioural strategies Basic understanding of child development and learning Working with or caring for children of relevant age General understanding of national/foundation stage curriculum and other basic learning programmes/strategies 	<ul style="list-style-type: none"> Able to support families and carers of pupils with challenging behaviours Understanding classroom roles and responsibilities and your own position within these. Experience in group work Understanding of Child Protection and the new SEND Code of Practice
Experience	<ul style="list-style-type: none"> Training in or experience of working with young people with behavioural difficulties 	<ul style="list-style-type: none"> Training in the relevant learning strategies Experience in pastoral care
Personal Attributes	<ul style="list-style-type: none"> Support the Trust's vision, Christian ethos and values that are embedded in the day to day and long term running of the academy Support the Trust's values of honesty, respect, hospitality, compassion, love, forgiveness, self-discipline, creativity and hope 	



Diocese of Salisbury Academy Trust

'Beyond expectations for all of God's children'

Our vision is for the growth of thriving Christian learning communities, providing everyone with the opportunity to achieve more than they ever thought possible. Christian service is at the heart of all we do, as we help young people to develop excitement in learning and to live life to the full. We value everyone equally and demonstrate this through our words, actions, community life and the quality of the opportunities we provide.

Children and young people at the heart of all we do

Our young people will be inspired to develop academically and spiritually, aspiring beyond their own and others' expectations.

Faithfulness to our Christian tradition

We put God's love into action through our values of love, reconciliation, hope, forgiveness, peace, grace, justice and joy. Working with our parishes and communities, we encourage an understanding of the significance of faith through teaching, worship and prayer.

Striving for excellence

We love learning and are passionate about the high standards we can achieve in all aspects of life.

Collaboration

We build strong partnerships, learning with and from others as we challenge ourselves to reach new heights. We give of our best and expect the best from one another.

Celebrating success

We celebrate the achievements of every individual and share our successes widely.



Background to DSAT

The Diocese of Salisbury Academy Trust (DSAT) was established at the end of 2013 to provide a home for schools within the Diocese of Salisbury who wanted to convert to academy status. From January 2021, the Trust has twenty-two academies. Whilst the Trust is a separate entity to the Diocesan Board of Education (DBE), they work together in dynamic and strategic partnership to transform provision and outcomes for the children in their care.

Alongside its improvement work in its current member academies, the Trust is working actively with other schools and the Regional Schools Commissioner (RSC) to grow its family of academies. This will enable a greater level of system-led improvements, further opportunities for collaboration between leaders and staff at all levels of the organisation and better economies of scale, vital in the current challenging economic climate.

DSAT provides an opportunity for schools to convert to academy status in a way that is different to many academy trusts.

- Individual schools that can thrive in their own context and in line with their own vision and values;
- A home for church schools committed to maintaining their distinctiveness, based upon their Christian values;
- A home for schools without a Christian foundation, who are wanting to work with us in partnership to secure better outcomes for children;
- A dynamic collaboration, working in conjunction with a range of partners, to deliver tailored programmes of school improvement that will meet the needs of each academy;
- Services available to academies that will support improvements to teaching and learning, allowing schools to focus on their core business rather than being distracted by academy business;
- The flexibility to meet schools where they are on their journey and to adapt to their specific circumstances;
- Opportunities to operate in close partnership and strong relationship with the DBE, the RSC and local authorities for the good of our academies.



The **Salisbury Diocesan Board of Education (SDBE)**, formed in 1830, is one of the oldest formal diocesan bodies. Many of the church schools were founded before that date, and the Board was formed to support their work and to promote new schools. The Diocese today extends over 2,000 square miles, with a population of just under 860,000. There are a total of 195 schools and academies serving 40,000 children. The SDBE works across a number of counties and local authorities, working closely in mutually beneficial partnership with them in order to progress the life-chances of the children in their care. DSAT is open to both church and non-church affiliated schools across the region.

To find out more about our Trust, and to see a map of our locations, please go to www.dsat.org.uk/welcome.