

Candidate Information Pack

Teaching Assistant 1:1 SEN

Jesus grew in wisdom and stature

St James' House, 20 St James Road, Liverpool L1 7BY
ldst@liverpool.anglican.org | www.ldst.org.uk



Our Trust Prayer

We thank you, God of Love, for the gift of children,
Bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come
to know you,
to love you
and to serve you
as Jesus did.

We make this prayer in his name who is God
with you and the Holy Spirit, now and forever.

Amen

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About Liverpool Diocesan Schools Trust

We believe

Jesus said 'Let the children come to me.' (Mt 19).

We believe that we are fulfilling this command when we enable children of all faiths and none to flourish in our schools. The Liverpool Diocesan Schools Trust (LDST) has an important role to play in improving the attainment of pupils across the Diocesan region.

We believe that as a diocesan led Multi Academy Trust (MAT) we create stronger bonds of collaboration and cooperation, sharing good practice, addressing areas of weakness and offering increased opportunities for professional development.

We are on a journey

We are on a journey to grow a Trust in which our schools will continue to thrive under the leadership of headteachers, supported and challenged by local governing bodies and accountable to the board of directors.

We are confident that this will be achieved whilst at the same time ensuring that all of our family of schools benefit from high levels of collaboration.

These are the things we value

Our values are more than just a statement; they are the core principles that guide our decisions and actions. We arrived at our values through consultation, looking at both the account in Genesis 18 of the visit to Abraham of three angels and also particularly at the icon of this event painted by Andrei Rublev. Through this we identified the core values to our Trust:

- Collaboration
- Valuing the Local
- Valuing Difference
- Inclusion

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About Huyton with Roby Church of England Primary

Teach children how they should live, and they will remember it all their lives.

Our mission is to see each child reach their full potential within a secure and caring environment. We seek to develop in our children an understanding of the Christian faith. We aim to be a welcoming and stimulating school that has strong links with home, our churches and the wider community.

Huyton with Roby is a popular and successful school. As a Church of England school our Christian values underpin all that we do, and we have close links with two local churches. We joined LDST in February 2018 to deepen these links and to continue to improve the education we provide to our children.

We are very proud of our 2015 OFSTED where we were rated as Good, having previously been considered Requires Improvement. This rating rewards the hard work and commitment of our staff to school improvement. We will continue improving and reach our goal of being Outstanding, so that all our children reach their full potential.

Our staff are committed to raising standards for all pupils. They pride themselves on working effectively together and in partnership with parents, to provide a caring and supportive learning environment.

We want children to enjoy their education and develop an enthusiasm for learning. To facilitate this we take full advantage of our fantastic surroundings including; a meadow, an adventure trail, and woodland. By integrating these into learning we provide a range of rewarding learning experiences that encourage, challenge and extend the abilities of our children.

We are proud of our school and encourage you to visit our website, which we hope will give you a real insight in to what makes us a truly successful and happy school.

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Job Description

Title: Teaching Assistant 1:1 SEN

Salary: Pay Band D SCP 5-6 £19,650 - £20,043 FTE
& SEN Allowance £1325 per annum, PRO RATA

Hours: 1 x 25 hours per week/ 1 x 20 hours per week

Accountable to: SENCO & Headteacher

Main Purpose:

To work with an individual pupil and groups of children under the direction of the teacher providing support in addressing the needs of pupils who need particular help to overcome barriers to learning.

Main Duties:

Support for Pupils

Establish good working relationships with pupils acting as a role model and setting high expectations.

Provide pastoral support to pupils.

Participate in an assessment of the pupil to monitor progress made.
Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans.

Develop 1:1 mentoring arrangements with the pupil and provide support

Use specialist (curricular/learning) skills/training/experience to support the pupil (e.g. curricular, SEN, behaviour, EAL, pupils with a significant visual impairment, signing with Hearing impaired pupils, Early Years).

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Provide information and advice to enable the pupil to make choices about his/her own learning and behaviour.

Challenge and motivate pupils, promoting and reinforcing self esteem.

Provide feedback to the pupil in relation to progress, achievement and behaviour under the guidance of the teacher.

Deal with the personal care and comfort of pupils in relation to welfare and health, as required.

Support for the Teacher

Liaise with other relevant organisations/bodies to gather pupil information.

Support the pupil's access to learning using appropriate strategies and resources.

Work with other staff in planning, evaluating and adjusting learning activities as appropriate.

Monitor and evaluate the pupil's responses and progress to learning activities through observation and planned recording of achievement against pre-determined learning objectives/action plans.

Provide objective and accurate feedback and reports as required, to the teacher/SENCO on the pupil's achievement, progress and other matters, ensuring the availability of appropriate evidence.

Be responsible for keeping and updating records in agreed format with the teacher/SENCO contributing to reviews of systems/records as requested.

Assist in the development and implementation of appropriate behaviour management strategies.

Establish constructive relationships with parents/carers exchanging information, facilitating their support for their child's attendance, access and learning.

Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents and encouraging pupils to take responsibility for their own behaviour in line with established school policy.

Provide administrative support e.g. dealing with correspondence, making phone calls etc.

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Support for the Curriculum

Support the delivery of agreed learning activities/learning programmes, adjusting activities according to the pupil's learning style and individual needs.

Be aware of and appreciate a range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning.

Support the use of ICT in learning activities and develop the pupil's competence and independence in its use.

Determine the need for, prepare and maintain general and specialist equipment and resources.

Support for the School

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.

Be aware of and support difference and ensure all pupils have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background.

Contribute to the school ethos, aims and development/improvement plan.

Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Work as part of a team appreciating and supporting the role of other people in the team.

Attend and participate in meetings as required.

Undertake personal development through training and other learning activities including performance management as required.

Supervise pupils on visits, trips and out of school activities as required.

Establish own best practice and use to support others.

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This job description is intended to clarify the main duties and responsibilities of the post, but it is not intended to be an exhaustive list of all the tasks undertaken by the post. The jobholder will be expected to carry out such professional tasks as are commensurate with the duties and responsibilities of the post.

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Personal Attributes

Communication & Influence

Communicates in a clear, accurate and succinct manner to delivering information to the right person ensuring they understand the message. Ensures that method of communication is appropriate to achieve the required result. Provides factual information as requested or re-directs requests to a more appropriate person.

Team working

Acts in a manner consistent with team goals, standards and values, actively co-operating with colleagues in own area. Maintains open and honest relationships with colleagues and shows sensitivity to the needs and feelings of others. Actively listens to take account of others' views and opinions. Works with the team to generate solutions and reach consensus.

Organisational Awareness

Demonstrates a broad knowledge of the schools activities and how they contribute to the schools performance as a whole. Is able to describe the current activities in their area and whole school developments. Demonstrates how own job performance contributes to the schools vision.

Adaptability

Responds positively to the change process. Helps others to understand the need and reasons for change. Effectively implements new ideas and methods to adapt working practices. Helps plan, develop, set up and monitor systems and processes to effect change. Challenges conventional thinking and existing practices.

Use of technology

Is able to use and understand the purpose of information communication technology. Training available.

Professional values and Practice

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Demonstrates high expectations for all pupils.

Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration and demonstrate concern for their development as learners.

Ability to work collaboratively with colleagues and carry out the role effectively, knowing when to seek help and advice.

Ability to improve your own practice through observations, evaluation and discussion with colleagues.

Experience & Knowledge.

Understanding and working knowledge of national/foundation stage curriculum and other learning programmes (within specified age range/subject area) e.g. knowledge of core subject areas etc.

Understanding and working knowledge of principles of child development, learning styles and in particular barriers to learning.

Some understanding of the range of support services/providers.

Understanding of inclusion, especially within a school setting.

Experience of resource preparation to support learning programmes.

Ability to relate well to children and adults.

Experience with speech and language programmes desirable

Qualification & Training

Level 2 qualification or equivalent in Maths/numeracy and English/literacy.

Training in relevant learning strategies e.g. literacy / numeracy.

Willingness to undertake appropriate first aid training.

Desirable to have knowledge of speaking and language programme

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Liverpool Diocesan Schools Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. Further Safeguarding policies can be found on www.huytonwithroby.gov.uk

Candidates should also refer to 'Guidance for safer working practice for those working with children and young people in education settings' which can be found by following the link -

<https://www.saferrecruitmentconsortium.org/GSWP%20May%202019%20final.pdf>

Appointment to this post is subject to a satisfactory enhanced DBS check, 2 satisfactory references, and verification of qualifications

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How to Apply

Application Process

The application process for this role is a 2 stage process:

- Application form
- Interview

Once the closing date has been reached all applications will be reviewed. The candidates who best demonstrate the skills listed in the person specification in their application will be invited to interview.

To ask any questions, or to submit your completed application form, please email huytonwithroby@knowsley.gov.uk or contact the school on 0151 477 8460.

LDST reserves the right not to progress candidates to the next stage of the process, or not to appoint to the role, if candidates fail to demonstrate the essential criteria in the person specification.

Applicants from overseas, outside the EEA, are advised to obtain an overseas criminal check before they apply for a visa as the post is in the education sector.

Closing Date:

Monday 13th June at 12pm

Interview Date:

Monday 20th June – pm. Interview times TBC.

Start Date of Post:

1st September 2022

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