

**SEND Teaching Assistant x 2 (temporary)**

**RECRUITMENT INFORMATION PACK**

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**Letter from the Chair of Governors**

Dear Applicant,

Thank you for your interest in the position of SEND Teaching Assistant at our Academy and within Enhance Academy Trust. I hope this information pack will be helpful to you and we warmly welcome your application.

The Governing Body is seeking to appoint two enthusiastic and committed SEND Teaching Assistants with an understanding of the distinctive ethos of a Church of England school. We are a rapidly improving Academy and staff, pupils and parents say they are happy to be part of our St Botolph’s family.

St Botolph’s CE Academy lies at the heart of our local community within Knottingley and offers an active and highly encouraging Governing body, supportive staff and parents.

I enclose a job description and personal specification, which provide more details about the role. Please ensure that you are able to demonstrate evidence to meet the criteria specified and ensure that you reference the impact that any actions you have taken in previous roles, have made. May I also draw your attention to our website [www.stbotolphsacademy.co.uk](http://www.stbotolphsacademy.co.uk) where you will find further information.

Visits to the school are warmly welcomed - please just contact the school office to arrange. The closing date for applications will be 9am on Wednesday 10th July and interviews will be held on Wednesday 17th July. I would like to thank you for your interest in the post and I very much look forward to receiving your application which should be returned via email to the School Business Manager, Mrs E Harris at [eharris@stbotolphsacademy.co.uk](mailto:eharris@stbotolphsacademy.co.uk).

Mrs Joy Bell

Chair of the Governing Body

**INTRODUCTION**

St. Botolph’s CE Academy occupies a relatively small site less than half a mile from the centre of Knottingley. Almost all children come through our own Nursery/Lower Foundation Unit, but there is a small number who have either moved to the area at a later stage or have come from outside the catchment area. Most live within walking distance of the Academy. Few pupils are from ethnic minority backgrounds and almost all pupils come from homes in which English is the first language.

On entry, the children’s language skills are below average for their age particularly in speech and communication. Approximately 22% of the children have special educational needs and 5% have statements of such need.

As a Church Academy, we have strong links with the local community, St Botolph’s Church, Elim Church and the Methodist Church and with St. Botolph’s Church in particular. Local clergy contribute regularly to collective worship and the local churches are used as a resource in our RE syllabus. The whole school attend services in St Botolph’s Church for Christmas, Easter and a Leavers Service.

**VISION AND VALUES**

**Our Vision**

**Find your Fantastic**

Just as the animals gathered in the safety of the ark, we come together, trusting in God and each other on our journey through life. We persevere, riding the waves through storm and calm, guided by hope, to find our fantastic, no matter what it takes.

**Our Core Values**

As a Church Academy, Christian values are embedded into our daily lives. We have six core values which lie at the heart of the Academy and underpin everything that we do. Our helping hands core values are:

* **Friendship**
* **Compassion**
* **Trust**
* **Respect**
* **Perseverance**
* **Courage**

**Our Mission Statement**

At St Botolph’s CE Academy, we welcome the opportunity to place the Christian faith at the heart of everything we do.

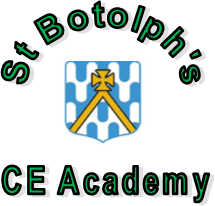
Children will learn through an inclusive, balanced, creative curriculum, where British Values, Spiritual, Moral, Social and Cultural understanding will underpin all learning. Learning will be meaningful, English and Mathematics are the backbone to children’s success and first-class education and quality first teaching is paramount. All children will be treated equally, fairly and with mutual respect. Learners will be treated as individuals, so the teaching and learning will be differentiated to take account of their wide and varied needs. Through our curriculum we particularly aim to:

* Develop the qualities of mind, body, spirit and to recognise and accept this in others.
* Embed our core values through everything we do.
* Promote Christian values, morals and spirituality through links to the Parish, local and wider community.
* Inspire and develop a responsibility for a love of learning and love of life.
* Set high expectations for children and encourage them to persevere and achieve their goals.
* Encourage positive friendships, outstanding behaviour and self-confidence in all areas of school life.
* Nurture the spiritual, moral, social and cultural aspects of children’s development and inspire a sense of awe and wonder in the world around them.

Our Academy is part of the work and witness of the church in our neighbourhood. We work hard to embody the Christian foundation in all aspects of school life, particularly in Collective Worship.

We aim to demonstrate our Christian foundation through the value we place on every person, child or adult, involved in the life of the Academy. We seek to provide an environment of trust where confidence can grow. Our Academy serves the local community and we endeavour to foster the Christian values of tolerance and respect for one another and indeed respect for different faiths and cultures. Children of different faiths, backgrounds and abilities are encouraged to learn to live together and value the integrity of all people.

Without indoctrination, we aim to provide education in accordance with the teachings of the Church of England and try to ensure that each child leaves our school knowing what Christians believe and how those beliefs affect their everyday life. Our mission is to create a place where happy memories are made and never forgotten.



*Primrose Vale*

*Knottingley*

*WF11 9BT*

*Telephone: (01977) 677 494*

**TEMPORARY SEND TEACHING ASSISTANT**

**Salary Range: SCP 5-6**

**26.5hrs**

**Required to start September 2024**

We are seeking to appoint two SEND Teaching Assistants, to start in September 2024.

At this key time in the Academy’s rapid development, we require two ambitious, determined and committed individuals to secure further positive outcomes for our young people, staff, families, and the wider community. Through good practice, enthusiasm for learning and the ability to inspire and motivate others, you will harness the key strengths and energy of this Christian Academy. The posts will provide opportunities to establish innovative ways of supporting and developing learning, underpinned by firm Christian values, as well as allowing the development of creative approaches and solutions which will further raise standards and create a climate of success for everyone.

Both positions will involve supporting in the classroom with SEND children working with a small group or on a 1:1 basis. Both positions are temporary linked to SEND funding. The positions will allow the successful candidate to work under the guidance of the SENDCO to implement and oversee agreed work programmes with individuals/groups, in or out of the classroom. This could include supporting those who require detailed and specialist knowledge in particular areas and will also involve assisting the teacher in the whole planning cycle and the management/preparation of resources.

Visits to the school are possible. Please telephone if you want to make an appointment and look at our website and ‘X’ page to gain an insight to life at our Academy.

If you wish to apply for the position, please complete the application and return by email to the school Business Manager [eharris@stbotolphsacademy.co.uk](mailto:eharris@stbotolphsacademy.co.uk)

**Closing Date:** 9am Wednesday 10th July 2024

**Interviews:** Wednesday 17th July 2024

*The Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment****.*** *Successful applicants will be required to obtain an Enhanced check for Regulated Activity from the Disclosure and Barring Service.*

**JOB DESCRIPTION**

|  |  |
| --- | --- |
| **POST TITLE :** | **TEMPORARY SEND TEACHING ASSISTANT x 2** |
| **GRADE :** | **SCP 5-6 (26.5 hours)** |
| **RESPONSIBLE TO:** | **Head of School and SENDCO** |

## MAIN DUTIES/RESPONSIBILITIES

**Personal and professional conduct**

**Teaching assistants should uphold public trust in the education profession by:**

1. Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.

2. Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.

3. Having regard for the need to safeguard pupils’ well-being by following relevant statutory guidance along with school policies and practice.

4. Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.

5. Committing to improve their own practice through self-evaluation and awareness.

**Knowledge and understanding**

**Teaching assistants are expected to:**

1. Acquire the appropriate skills, qualifications, and/or experience required for the teaching assistant role, with support from the school employer.

2. Demonstrate expertise and skills in understanding the needs of all pupils (including specialist expertise as appropriate) and know how to adapt and deliver support to meet individual needs.

3. Share responsibility for ensuring that their own knowledge and understanding is relevant and up to date by reflecting on their own practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness.

4. Demonstrate a level of subject and curriculum knowledge relevant to their role and apply this effectively in supporting teachers and pupils.

5. Understand their roles and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role.

**Teaching and learning**

**Teaching assistants are expected to:**

1. Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities.

2. Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities.

3. Use effective behaviour management strategies consistently in line with the school’s policy and procedures.

4. Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil progress as appropriate to the level of the role.

5. Communicate effectively and sensitively with pupils to adapt to their needs and support their learning.

6. Maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.

**Working with others**

**Teaching assistants are expected to:**

1. Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.

2. With the class teacher, keep other professionals accurately informed of progress or concerns they may have about the pupils they work with.

3. Understand their responsibility to share knowledge to inform planning and decision making.

4. Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.

5. Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.

These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Headteacher may determine.

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY* ***ENHANCED*** *DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

We are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment

**PERSON SPECIFICATION**

**SEND TEACHING ASSISTANT**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess** | **Des** | **MOA** |
| **KNOWLEDGE/QUALIFICATIONS** |  |  |  |
| Knowledge of all phases of primary education |  | \* | A/I |
| Maths and English skills to a level to assist pupils with their work. | \* |  | A/I |
| The implications of the Code of Practice for Special Educational Needs for teaching and learning |  | \* | A/I |
| Any statutory curriculum requirements and requirements for assessment, recording and reporting of pupils’ attainment and progress |  | \* | A/I |
| Full working knowledge of relevant policies/codes of practice/legislation |  | \* | A/I |
| Level 2 qualification (in Early Years) |  | \* | A/I |
| Level 3 qualification (in Early Years) |  | \* | A/I |
| **EXPERIENCE** |  |  |  |
| Experience of working with children/young people in a school environment |  | **\*** | A/I/R |
| Experience of assisting class teacher in delivering the curriculum |  | **\*** | A/I/R |
| **SKILLS** |  |  |  |
| High level of written, oral and communication skills | \* |  | A/I |
| Ability to communicate effectively orally and in writing to a range of audiences | \* |  | A/I/R |
| High level of organisational skills |  | \* | A/I.R |
| Work effectively as part of a team, relating well to colleagues, pupils and parents | \* |  | A/I/R |
| Ability to demonstrate a commitment to equality of opportunity for all pupils | \* |  | A/I |
| Ability to assist the teacher in planning class activities |  | \* | A/I |
| Ability to work with children exhibiting behavioural or physical difficulties. |  | \* | A/I |
| Able to use own initiative | \* |  | A/I/R |
| Ability to relate to and empathise with pupils and to develop trusting and respectful relationships with them | \* |  | A/I/R |
| Respect for confidentiality of information concerning individual pupils and ability to use discretion in circumstances of disclosure | \* |  | A/I/R |
| First Aid trained or willingness to undertake first aid training |  | \* | A/I |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Ess** | **Des** | **MOA** |
| **GENERAL AND OTHER RELATED CHARACTERISTICS** |  |  |  |
| Understanding of Child Development and Learning. |  | \* | A/I |
| Work in ways that promote equality of opportunity, participation, diversity, and responsibility | \* |  | A/I |
| A commitment to abide by and promote the Equal Opportunities, Health and Safety and Child Protection Policies | \* |  | A/I |
| Commitment to ongoing personal training and development |  | \* | A/I |
| The post holder will require an enhanced DBS if offered the position  (Academy will arrange) | \* |  | C |

|  |
| --- |
| Key: MOA= Method of Assessment, Ess= Essential, Des= Desirable, A= Application, I= Interview, and assessment, R = Reference, C= Certificate. |