



## TEACHING ASSISTANT VACANCY

**Contract of employment:** Permanent

**Working hours:** 28 hours per week - Term Time Only (Mon-Fri 8.40am – 3.20pm 30 minutes for lunch)

**Pay:** Point 5 = £12.18 per hour

We wish to appoint an experienced Teaching Assistant to start on 4 September 2024. The successful candidate will be enthusiastic, highly motivated and demonstrate a passion for teaching and learning.

King's Sutton Primary Academy is part of the Prime7 Multi-Academy Trust and is a popular, friendly and lively small village school (NOR 100). The school prides itself on its positive learning atmosphere and children who are enthusiastic about learning.

**Prime7 MAT/King's Sutton Primary Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Therefore the successful candidate would need to undergo a DBS check and be committed to the safeguarding of children.**

We are an equal opportunities employer.

The new role will begin on 4 September 2024 and is a permanent contract. The closing date for applications is Monday 8<sup>th</sup> July at 9am and interviews will take place on Wednesday 10<sup>th</sup> July 2024.

For further information, please visit [Job Opportunities | King's Sutton Primary Academy \(kingsuttonpa.co.uk\)](https://www.kingsuttonpa.co.uk). If you wish to find out more about the role, please contact Laura Wade – Headteacher at [head@kspace.prime7.org.uk](mailto:head@kspace.prime7.org.uk) or call 01295 811289. Visits to the school are welcomed and we look forward to showing you around our school.

### How to Apply

To apply for this position, please complete the Trust Application Form that can be found at [Job Opportunities | King's Sutton Primary Academy \(secure-primariesite.net\)](https://secure-primariesite.net) and submit, together with a letter of application. Please return by email to Lisa Macdonald [admin@prime7.org.uk](mailto:admin@prime7.org.uk)

# Job Description

## Main purpose

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in Learning and experience a sense of achievement.

## Duties and responsibilities

### Teaching and learning

- 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 (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- Undertake any other relevant duties given by the class teacher

### Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

### Working with colleagues and other relevant professionals

- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- 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
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

## **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents
- Administer basic first aid if needed

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

## Person specification

CRITERIA	QUALITIES
<b>Qualifications and experience</b>	<ul style="list-style-type: none"> <li>➤ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</li> <li>➤ GCSEs at grades 9 to 4 (A* to C) including English and Maths</li> <li>➤ Experience of working with children with behavioral/challenging behaviour</li> <li>➤ First Aid</li> </ul>
<b>Skills and knowledge</b>	<ul style="list-style-type: none"> <li>➤ Good literacy and numeracy skills</li> <li>➤ Good organisational skills</li> <li>➤ Ability to build effective working relationships with pupils and adults</li> <li>➤ Skills and expertise in understanding the needs of all pupils</li> <li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➤ Excellent verbal communication skills</li> <li>➤ Active listening skills</li> <li>➤ The ability to remain calm in stressful situations</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Good ICT skills, particularly using ICT to support learning</li> <li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li> </ul>
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>➤ Enjoyment of working with children</li> <li>➤ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding pupil's wellbeing and equality</li> </ul>

### Notes:

This job description may be amended at any time in consultation with the postholder.