

**ADMIRAL LORD NELSON SCHOOL**

**DUNDAS LANE**

**PORTSMOUTH**

**PO3 5XT**

**Tel: 023 9236 4536**

**Email: admin@alns.co.uk**

**Headteacher: Chris Doherty**

**TEACHING ASSISTANT**

**Salary: Band 4 £18,799 - £19,891 pro rata (£21,205 - £22,437 fte.)**

**Hours: 37 hours per week/ 40 weeks per year (term time only plus 1 week)**

**Contract: Permanent**

**Start date: As soon as possible**

**Closing date: Friday 21st April 2023 (midday)**

**Interviews held: As soon as possible after the closing date**

Do you believe that students deserve the very best education? Do you want to work with enthusiastic, dedicated colleagues who are committed to our students? This role is for those who like a challenge, working with young people and enjoy doing something different every day. If this challenge appeals to you, please visit our website to find out more about the role.

Admiral Lord Nelson has a proven track record for providing a route into teaching for those with suitable skills and qualifications. We are fully committed to training and developing successful candidates and welcome applications from those with or without prior experience.

In March 2017, OFSTED judged the school as strongly ‘Good’, and we have built on this as we continue our journey to ‘outstanding’. In June 2019, our school won the highly prestigious TES Award for Creative School of the Year in recognition of our commitment to creativity across all aspects of our curriculum.

Salterns Academy Trust is a learning community where every member of staff understands the difference they can make to our students’ outcomes.

If you have an interest in using your skills in this area, then please complete an application form and return it to us. **Applicants must have GCSE A\*-C or equivalent in English and Mathematics.**

Salterns Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. Early applications are encouraged, and we reserve the right to close the vacancy if a suitable candidate is found. All successful candidates will be subject to Disclosure and Barring checks along with other relevant employment checks.

To apply please complete the application form that can be found on the website www.alns.co.uk and return it together with your letter of application to recruitment@alns.co.uk by Midday Friday 21st April 2023.

All applications will be acknowledged, and unsuccessful candidates will be notified by post.

*Some forms of employment, occupations and professions are exempted from the Rehabilitation of Offenders Act 1974.*

*Working within a School is exempted from the Rehabilitation of Offenders Act 1974.*

*You are applying for a role that is eligible for an enhanced DBS check and access to the barred list and if shortlisted for interview you will be required to complete the relevant self-declaration and disclosure form and taking into account the offences that are protected or filtered declare:*

* *All unspent convictions and conditional cautions.*
* *All spent convictions and adult cautions that are not protected (i.e. that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).*
* *If you have been barred from working with Children and/or Adults at risk.*

*The DBS check will reveal both spent and unspent convictions, cautions, reprimands and final warnings, and any other information held by local police that’s considered relevant to the role. Any information that is “protected” under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 will not appear on a DBS certificate.*

*The successful candidate will then be asked to complete an application for the relevant Disclosure and Barring Service check or if subscribed to the update service provide the necessary details to allow a check to be made.*

*The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that when applying for certain jobs and activities, certain convictions and cautions are considered ‘protected’. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.*

*Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website.*

[*Guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975 - GOV.UK (www.gov.uk)*](https://www.gov.uk/government/publications/new-guidance-on-the-rehabilitation-of-offenders-act-1974)

*The filtering rules were updated on 28 November 2020 as follows:*

* *warnings, reprimands and youth cautions will no longer be automatically disclosed on a DBS certificate*
* *the multiple conviction rule has been removed, meaning that if an individual has more than one conviction, regardless of offence type or time passed, each conviction will be considered against the remaining rules individually, rather than all being automatically disclosed.*

# JOB ROLE: Teaching Assistant

**PAY BAND: Band 4**

# HOURS: 37 per week/40 weeks (term time only plus 1 weeks) REPORTS TO: Assistant Head: Inclusivity

**Curriculum Leader: Broadside Alternative Provision/SENCO**

Salterns Academy Trust is a learning community where every member of staff understands the

difference that they can make to our students’ outcomes. We expect all staff to be actively involved in the personal development of our young people and to show full commitment to their own and the school’s professional development.

Salterns Academy Trust and its Governing Body are committed to safeguarding and promoting the welfare of children and young people; and they expect all staff to share this commitment.

# Key Purposes:

* To support the learning and care of students across all areas of the curriculum through appropriate interventions that empower students to be able to raise their own achievement and academic progress.
* To provide Emotional Literacy interventions for individual students or small groups.
* To cover the Medical Room and Inclusion Room in the absence of the Inclusion Room Manager or Medical Safeguarding Support Worker, including covering their daily 30 minute breaks.
* To deliver cover lessons in the absence of the teacher.

# Accountabilities:

1. To have at least a basic level of skill in the teaching of:
	* Reading
	* Numeracy techniques
	* Literacy techniques
	* Behaviour modification techniques (emotional literacy)
2. To have at least a basic level of understanding of how to support learning for students with sensory impairment and specific physical needs.
3. To promote restorative practice at every opportunity, in meetings and communications, with parents, students and colleagues, to maintain the strong, inclusive ethos of the school.
4. To be willing to work, providing intervention support, across all curriculum areas and in all classrooms and learning environments, on and off site, including Broadside Alternative Provision.
5. To be committed towards having a Level 2 standard of education in English and Mathematics, being skilled at using this knowledge to support students in the application of these core skills across the curriculum.
6. To ensure appropriate resources and equipment are accessible and available for students, as required.
7. To maintain and take care of stock and equipment, including periodic visual and physical safety checks, as required.
8. To be trained and able to use Evac chair as required and to support the safe evacuation of students with physical impairment.
9. To take responsibility for the welfare and hygiene of the students, including assisting in toileting, changing and cleaning, where necessary.
10. To provide physical assistance to those students with physical needs, including the carrying of equipment as required.
11. To provide specific supervision of some students with SEND during breaktimes as directed by the Assistant Head: Inclusivity or the SENCO before and after school; being prepared to offer flexibility at the start and end of the school day to meet the specific physical or medical support issues of the current cohort of students.
12. To develop, by working in close partnership with teachers and Lead Teaching Assistants, expertise in supporting the teaching of all students in lessons in their specialist subject areas.
13. To provide professional learning opportunities for all staff (especially apprentices), actively sharing their intervention expertise.
14. Assist in planning, organising and managing structured learning in their specialist subject areas (either English and Humanities or Mathematics and Science).
15. Supervise students, delivering learning activities to small groups of students, adjusting activities within the scope of lesson plans and learning outcomes in response to students’ learning.
16. Create a structured positive learning environment within the subject area being taught.
17. Provide cover for absent teachers in their specialist subject areas, leading lessons for which work has been set by the subject teacher.
18. To provide cover for Inclusion Room and Medical Room and for the Specialist Teaching Assistants in their absence (including breaks).
19. To support holiday provision for those students identified as in need of support
20. To communicate effectively and regularly with all staff, parents, outside agencies as required to ensure their awareness of your specialist provision for individual students so that the positive impact of their progress can be maximised.
21. To work in partnership with the class teacher to support the teaching and learning of all students in the class.
22. To provide unobtrusive guidance and support in lessons to enable students to find answers to questions and tasks etc, using knowledge of each student’s differing levels of development and attainment to ensure progress and continuity.
23. To attend, as required, morning team briefings and afternoon briefings.
24. To contribute to the devising of plans (IEPs) as required.

Whole School Responsibilities:

1. To promote restorative practice at every opportunity, in meetings and communications, with parents, students and colleagues, to maintain the strong, inclusive ethos of the school.
2. To participate in professional learning (including INSET and twilight INSET sessions) and own appraisal meetings, contributing to the identification of own professional development needs and attend relevant meetings.
3. To participate professionally in own line management meetings, appraisal review meetings and team meetings.
4. To actively use Restorative Approaches to maintain and build relationships with staff, students and parents.
5. To participate in the Personal Development curriculum for our students, leading and support events as required.
6. To be a co-tutor
7. To invigilate public and internal examinations or provide support for students with exam access arrangements when necessary.
8. To promote students wellbeing by undertaking supervision of students during breaktimes as timetabled.
9. To support in the supervision of student transitions, between lessons, during the school day under the direction of Line Manager/Senior Leader.
10. To establish and maintain positive, professional relationships with students, staff and parents.
11. To take responsibility for your own wellbeing.
12. At the discretion of the Headteacher, to undertake other activities from time to time agreed to be consistent with the nature of the role.