



Moorlands
Learning Trust



Eastburn
Primary School

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**TEACHING
ASSISTANT**

NOVEMBER 2024

Teaching Assistant

Permanent / Full-time (Term-time only)

Are you looking for an exciting new opportunity? Are you a positive, creative and hardworking practitioner who cares passionately about children's education and wellbeing? If so, then come and be part of our dedicated staff team.

The post of teaching assistant involves working closely with children with SEND, so experience/knowledge of supporting children with autism or social/emotional needs would be an advantage. More important though is a warm, positive manner and a desire to support the school's nurturing, inclusive approach.

We are looking for an outstanding practitioner who:

- can motivate and inspire children to achieve their potential.
- understands the importance of genuine care and acceptance for every child.
- is a strong team player and keen to develop their skills.
- maintains high professional standards.

We can offer you:

- enthusiastic children who are keen to succeed.
- a supportive staff team, parents and community.
- a nurturing school ethos.
- a clear commitment to your professional development.

If you wish to discuss this role further, please contact the school office via email at office@eastburn.mlt.co.uk, or by telephone on 01535 653293.

Visits to the school are also encouraged. Please contact the school office to arrange an appointment.

Details on how to apply for the post are below.

Visits to the school: Tuesday 19th / Friday 22nd / Tues 26th November (all 4.00pm)

Closing date: Thursday 28th November (noon)

Interviews and observations: Wednesday 4th and Friday 6th December

Dear Applicant,

Thank you for your interest in this position.

At Eastburn, we strive to equip every single child with the knowledge, skills and understanding that they need to make a positive difference not only to their own lives, but also to the lives of others. We aim for every pupil at our school to receive an exceptional education and achieve their very best. Our pupils learn to be resilient and independent and are well prepared for the next stage in their education and life in modern Britain.

To achieve this aim, we deliver a curriculum focused on exceptional teaching and learning. Our pupils embrace challenge and learn the strategies needed to persevere when they are stuck. We promote enthusiasm and a love of learning where pupils take pride in their achievements and always try their best.

We pride ourselves on creating an inclusive and nurturing environment, where pupils of all backgrounds and starting points are able to fulfil their potential. We believe that meeting a pupil's emotional needs is key to promoting positive learning attitudes and success in life, and we prioritise pastoral support. We understand the importance of genuine care and acceptance, valuing children for who they are. We show all our children that we are 'on their team' - we are here for them, and we let them know it.

David Wilson
Headteacher



Dear Applicant,

Our overriding aim at MLT is to provide an exceptional comprehensive education for students from all cohorts and demographic backgrounds, to ensure that individual context does not affect a student's life chances. At MLT we are aspirational for every student within the Trust and are committed to achieving success and inspiring others to do so too.

We highly value our staff as our biggest asset and invest in their professional development to keep ourselves at the cutting edge of educational development, with staff wellbeing also being extremely important and strategically planned for.

This is an exciting time in the Trust's development as MLT looks to grow further, so that we can play a wider role in the development of our region and its future generations. This will mean that as the Trust grows over the coming years, the range of professional and career development opportunities and pathways for colleagues in our Trust schools will also grow, so that we can continue to recruit and retain an exceptional workforce. The successful candidate will join a talented team of leaders and colleagues both at Eastburn Primary School and Moorlands Learning Trust's wider network.

I hope you are inspired by this opportunity and want to become part of our successful, growing Trust; if you have the qualities needed to make a transformational difference then we would be delighted to hear from you!

Helen Williams
CEO Moorlands Learning Trust



How to Apply

Candidates need to apply for the vacancy online by visiting <https://prospectsonline.co.uk/> and then searching for the vacancy. If you are registered, please follow the 'apply now' process. If you are not registered, then please register and then follow the 'apply now' process.

Please ensure that you describe how you meet the criteria in the personnel specification. Please also outline your reasons for applying for the post and give an indication of what you can offer the school. Include your experience, qualities and skills which make you suitable for the post.

Visits to the school: Tuesday 19th / Friday 22nd / Tues 26th November (all 4.00pm)

Closing date: Thursday 28th November (noon)

Interviews and observations: Wednesday 4th and Friday 6th December

If you have not been contacted by the end of the day on Monday 2nd December, you should assume that your application has been unsuccessful this time. However, we thank you for your interest in this post.

Should you require any other information about this post, please feel free to contact the school.

We wish you every success in your application.

Eastburn Primary School is committed to safeguarding and promoting the welfare of children. An enhanced DBS check and children's barred list check will be undertaken for these posts and all mandatory pre-employed checks will be carried out.

Responsibilities of the post include ensuring that the safety and welfare of children and young people is paramount by implementing the relevant safeguarding practice and policies and liaising with other colleagues including the Designated Safeguarding Lead (DSL).

The post includes engaging in regulated activity with children and young people. It is an offence to apply for the role if the applicant is barred from engaging in regulated activity relevant to children.

This post is exempt from the Rehabilitation of Offenders Act 1974, Section 4(2) by virtue of the Rehabilitation of Offenders Act (ROA 1974). It is the applicant's duty to disclose any offences which fall outside of the protected offences list prior to any recruitment. Failure to disclose this information could lead to withdrawal of the application or dismissal.

Teaching Assistant

Job details

Contract type: Permanent; Term-time only

Hours: 33 hours per week (Mon/Tues/Thurs/Fri: 8.30a.m. – 3.30p.m.; Wed 8.30a.m. – 4.00p.m.)

Salary: SCP 4-6 depending on experience and previous council service (Actual salary £18,239.68 - £19,158.81 per annum).

Reporting to: Inclusion Leader

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.
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning.
- 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 staff, parents/carers and 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.
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers.
- 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 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.

Health and safety

- Promote the safety and wellbeing of pupils and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy.
- Look after children who are upset or have had accidents.

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.

Safeguarding

- Use the school's safeguarding systems and procedures to report and Safeguarding concerns and / or report direct to the Designated Safeguarding Leads.
- Follow the Staff Code of Conduct, reporting any concerns to the head teacher and always maintaining integrity and confidentiality of pupils, parents, and staff.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the TA will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the headteacher or line manager.

This job description will be reviewed annually.

VARIATION IN ROLE

Due to the structure of Eastburn as an Academy, it must be accepted that, as the Academy's work develops and changes, there may be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

RECRUITMENT AND SELECTION POLICY STATEMENT

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. (DBS checks are compulsory)

Disabled Applicants

We are committed to a fair and equitable process and to ensure that no one is disadvantaged within the selection process. We need to be aware of any disability and any adjustments which need to be made in accordance with the Equality Act 2010 in relation to Disability Provision. This information will be treated as confidential and will only be used to enable selectors to make a fair assessment of your capabilities, considering any adjustments that may be required. NOTE: We have adopted a positive approach to the Equality Act 2010, and it is our policy to interview all people with disabilities as defined in the act, who meet essential criteria outlined in the personnel specification. Candidates are required to provide evidence of how they meet these criteria.

PERSONNEL SPECIFICATION
Teaching Assistant

Qualification and Training	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Be prepared to participate in further training 	E	Application form and selection process
<ul style="list-style-type: none"> TA Qualification 	D	
<ul style="list-style-type: none"> Willingness to undertake First Aid Training 	E	
<ul style="list-style-type: none"> Level 2 Qualification in Math & English 	D	
Experience	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Experience of working with children/young People 	E	Application and selection process
<ul style="list-style-type: none"> Experience of working in a school environment or other educational setting 	E	
<ul style="list-style-type: none"> Experience of working with children with SEND 	D	
<ul style="list-style-type: none"> Experience planning and delivering learning activities 	E	
<ul style="list-style-type: none"> Experience of planning and leading teaching and learning activities (under supervision) 	D	
Knowledge, Skills & Abilities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Good literacy and numeracy skills. 	E	Application and selection process
<ul style="list-style-type: none"> Good organisational skills 	E	
<ul style="list-style-type: none"> Ability to build effective working relationships with pupils and adults 	E	
<ul style="list-style-type: none"> Skills and expertise in understanding the needs of all pupils 	E	
<ul style="list-style-type: none"> Knowledge of how to help adapt and deliver support to meet individual needs 	E	
<ul style="list-style-type: none"> Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils 	E	
<ul style="list-style-type: none"> Excellent verbal communication skills 	E	
<ul style="list-style-type: none"> Active listening skills 	E	
<ul style="list-style-type: none"> The ability to remain calm in stressful situations 	E	
<ul style="list-style-type: none"> Knowledge of guidance and requirements around safeguarding children 	E	
<ul style="list-style-type: none"> Good ICT skills, particularly using ICT to support learning 	D	
<ul style="list-style-type: none"> Understanding of roles and responsibilities within the classroom and whole school context 	D	
<ul style="list-style-type: none"> Understanding of effective teaching methods 	E	
<ul style="list-style-type: none"> Knowledge of how to successfully lead learning activities for a group or class of children 	E	

<ul style="list-style-type: none"> Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support 	D	
<ul style="list-style-type: none"> Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice 	D	
Personal Qualities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Resilience shown through good attendance and punctuality 	E	Application form and selection process
<ul style="list-style-type: none"> Uphold and promote the ethos and values of the school 	E	
<ul style="list-style-type: none"> Enthusiasm and commitment to the aims and objectives of the school 	E	
<ul style="list-style-type: none"> Always maintain confidentiality 	E	
<ul style="list-style-type: none"> Ability to cooperate with others/work as a team 	E	
<ul style="list-style-type: none"> Ambition (for self and others) 	E	
<ul style="list-style-type: none"> Sense of humour 	E	
<ul style="list-style-type: none"> A positive and approachable manner and a 'can do' attitude 	E	
<ul style="list-style-type: none"> Must genuinely enjoy interacting with children and be able to cope with diverse behaviour presented 	E	
<ul style="list-style-type: none"> Sensitivity and understanding, to help build good relationships with pupils 	E	
<ul style="list-style-type: none"> Capacity to inspire, motivate and challenge children and young people 	E	
Other Requirements	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Motivation to work with children and young people 	E	Application form and selection process
<ul style="list-style-type: none"> Share school's commitment to safeguarding and promoting the welfare of our students and young people as set out in the DfE's Keeping Children Safe in Education Guidance September 2023. 	E	
<ul style="list-style-type: none"> Able to communicate effectively and build appropriate positive relationships and personal boundaries with all children, young people, families, and carers. 	E	
<ul style="list-style-type: none"> Emotional intelligence/emotional resilience/ resilience in working with challenging behaviours/attitudes and the maintenance of good discipline. 	E	
<ul style="list-style-type: none"> Be able to demonstrate fluency in the English Language at an Intermediate Threshold Level (in line with Immigration Act 2016) 	E	
<ul style="list-style-type: none"> Commitment to the school's policies and ethos 	E	
<ul style="list-style-type: none"> Commitment to Continuing Professional Development. 	E	
<ul style="list-style-type: none"> Abides by the Academy's policies 	E	
<ul style="list-style-type: none"> Willingness to be involved in the wider life of the school community 	D	

Equal Opportunities	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community 	E	Selection process
<ul style="list-style-type: none"> Commitment to equal opportunities policies relating to gender, race, and disability in an educational context 	E	
Circumstances - Personal	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). 	E	Selection process
<ul style="list-style-type: none"> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). 	E	
<ul style="list-style-type: none"> Able to attend staff meetings/training days as required by the school. 	E	
<ul style="list-style-type: none"> Will not require holiday during term time 	E	
Safeguarding	Essential/Desirable E/D	How Identified
<ul style="list-style-type: none"> Has appropriate motivation to work with children and young people, and can relate to them 	E	Completion of an Enhanced DBS disclosure
<ul style="list-style-type: none"> Ability to maintain appropriate relationships and personal boundaries with children and young people 	E	
<ul style="list-style-type: none"> Displays commitment to the protection and safeguarding of children and young people 	E	
<ul style="list-style-type: none"> Good knowledge and understanding of the importance of safeguarding students and the welfare of staff, and of the action to take if necessary 	E	

Agreed by:

Post Holder:

Print name.....

Signature.....

Head Teacher:

Print Name.....

Signature.....

Date: