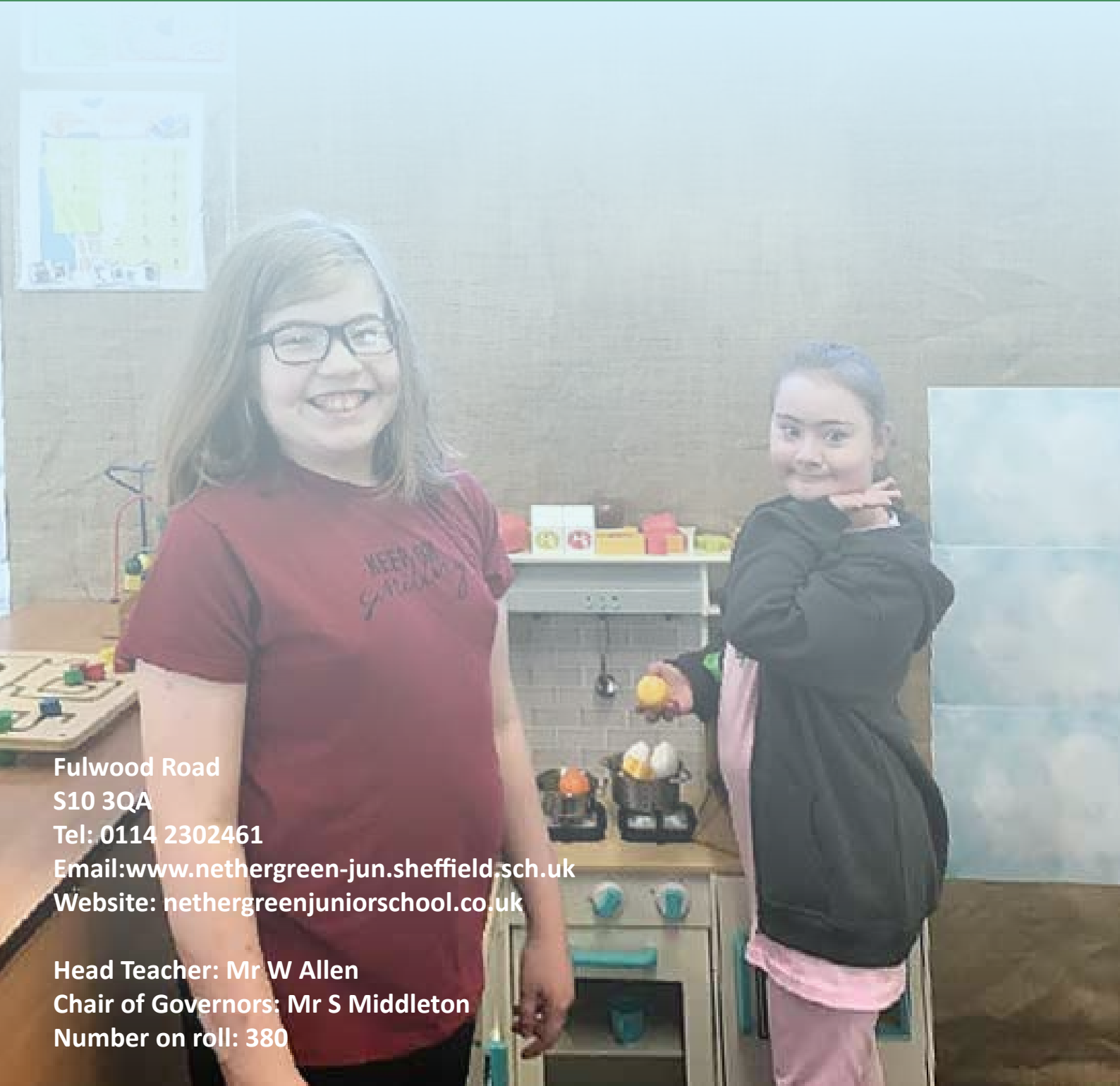




Nether Green Junior School

Teaching Assistant Level 2 in the Integrated Resource

Recruitment Information Pack



Fulwood Road
S10 3QA
Tel: 0114 2302461
Email: www.nethergreen-jun.sheffield.sch.uk
Website: nethergreenjuniorschool.co.uk

Head Teacher: Mr W Allen
Chair of Governors: Mr S Middleton
Number on roll: 380

Recruitment Information Pack

Thank you for requesting information for the post of **Teaching Assistant Level 2 in the Integrated Resource** at Nether Green Junior School. We hope the information enclosed is useful to you.

As we take the role of caring for the children in our school very seriously, the recruitment process will have a focus on child protection. Please do not hesitate to contact us if you have any questions.



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Dear Applicant

Many thanks for considering a position within our school.

I hope you find the information we have enclosed useful. If there is anything else you wish to know please visit our website or phone the school to speak to the head teacher.

Nether Green Junior School is a vibrant place of learning. Ours is a school which not only promotes high achievement and standards, but is a place where children enjoy learning. The school has a welcoming and caring ethos, and is well regarded within the community. There is a real team spirit and supportive approach. We have an involved and supportive governing body and small but thriving PTA. Parents/Carers are very supportive and involved in their children's education. We continue to maintain excellent partnerships with our local schools and enhance our own development.



We believe in working as a team, and as such you will be welcomed and supported in your role. Despite the pressures of raising attainment and ensuring progress especially in English and Maths, which we take very seriously, we strive to offer a variety of opportunities both within the curriculum and as extended school activities for our children.

We are proud of Nether Green's inclusive ethos. The school has an Integrated Resource and is committed to ensuring all our children are able to achieve their full potential in all aspects of their life. We provide a broad and balanced curriculum within a stimulating learning environment in which our pupils are valued and begin to develop the skills which, in the future, will enable them to be confident, independent, happy and valuable citizens. Our curriculum is supplemented by additional activities, including a large orchestra, sports teams, a range of clubs, residential visits, and an annual opportunity for every child to perform in a drama production.

The school aims to develop the whole child in an environment which is caring, calm, purposeful and happy, and one which respects others and recognises individual needs. We pride ourselves on ensuring that when our children leave Nether Green Junior they are ready to embark on the next step of their learning journey.

We are looking for someone who is flexible and enthusiastic and has the ability to become an asset to our school, and, just as importantly, someone who will fit in with the school's ethos, contribute to the school's development continuing to ensure our development and improvement is maintained, and become involved in the life of the school.

I look forward to receiving your application form.
Yours Sincerely

Will Allen



**Artsmark
Silver Award**
Awarded by Arts
Council England



An introduction to our Integrated Resource

Nether Green Junior School Integrated Resource offers specialist provision for children in Y3 to Y6 with special educational needs. It is funded by the Local Authority who decide which children are allocated a place. All of the children in the resource have an EHCP. Our children mostly come from the southwest of the city. Pupils can start in the resource at any time during Key Stage Two (age 7 – 11), although most of our children start in Year 3. Pupils may be entitled to transport by the Local Authority. Our staff are trained to meet the needs of children with a variety of complex learning needs, and in the past we have worked with pupils with moderate/severe learning difficulties, Downs Syndrome, autism, dyspraxia, Prader-Willi Syndrome, Tourettes and Smith-Magenis Syndrome. Our pupils go on to the secondary schools appropriate to their needs, either to a mainstream secondary school, to an integrated resource in a mainstream school or to a special school. The resource is staffed with a high ratio of staff to children (approximately 1:3).

Our Aim

Our aim is to offer a flexible curriculum and programme to meet the social, emotional, physical and academic needs of all of our individual children. During their time spent in the IR, we aim to allow pupils to have the opportunity to work (with a high level of trained adult support) on individual programmes of learning and to focus on speech and language skills, independence skills and life skills. We aim to enable children to integrate into mainstream school life as fully as possible both in the classroom and wider mainstream activities. Most importantly, the children have time to build their self-esteem in a nurturing environment, to give them the confidence to reach their potential.

Who attends our IR?

As its name suggests, the Integrated Resource offers specialist provision within a mainstream school setting. It benefits those children who have a relatively high level of need, but also need access to a mainstream setting. We can offer specific programmes, a high ratio of adult support, specialist staff and also access to mainstream activities. We cater for children whose EHCP indicates communication and interaction and/or cognition and

learning as their primary need. Our children need small group work, one to one support and intensive programmes. They are children who benefit from life skills work and who are usually working at a very early academic level. They are children who may not yet be able to read and write. Most importantly, the children in our resource benefit from being in a mainstream setting, with access to mainstream lessons, environment and friends.



Staffing

One of the main advantages of the Integrated Resource is the level of staffing available for the children. The ratio is roughly one member of staff to 3 children, although we do have some children who require 1:1 support. The way this is managed is



varied, to give children support when they need it. Children are supported (as appropriate to their needs) within the mainstream environment and additional support is available at lunchtime. The children's programmes of work are planned and managed by the Leader of the Integrated Resource, who closely tracks and monitors the children's progress using the Birmingham Toolkit. Appropriate work is overseen and delivered by the Leader and other members of the team. All the staff have specific training in areas of special educational needs.

Our school day

Our days are extremely predictable and usually follow a very similar setup. The re-source is split across two classrooms; where we have two pathways. The children and staff are split between the two classrooms throughout the day.

The setup of our school day changes with each cohort of children. It can also change frequently to meet children's needs or it can adapt to link with or accommodate events which are happening either in the IR or the mainstream class.

Each child is also linked to a mainstream class and will join his or her mainstream class as much or as little as is appropriate, according to his or her individual needs at the time. IR pupils mostly work in the IR in the mornings and join their main-stream class in

the afternoons, if and when appropriate. IR staff liaise closely with their mainstream teachers at the beginning of each week and again each morning, to "fine tune" the level of integration for each child. In mainstream, pupils may have 1:1 support or shared support. On occasions, pupils may join their main-stream class unsupported, for example, when building up a level of independence, particularly in Y6. The above description gives a general overview of how the IR works but it can be very different for each individual child. Personalised pro-programmes and timetables are put in place to ensure that we meet the needs of each individual child.

We aim for the children to be as independent as possible at playtimes and lunch times. The children eat their lunch in the dining hall with their mainstream peers. They are always supported by our support staff. As appropriate children have additional support at break times, on the playground or at lunchtime clubs in the hope that they will learn to become independent. Our lunchtime supervisors know the children and their needs well. Part of the children's curriculum teaches them how to play and be friends.



Parents/carers

We value a close relationship with parents/carers. IR staff are available to talk to parents/carers both in the morning and at the end of the day. We encourage parents to communicate with us using our evidence for learning app. This is updated daily.

Summary

Life in the IR at Nether Green Junior School is never dull! We pride ourselves on having a totally flexible, nurturing approach and we are always on the lookout for opportunities to include our children in as many mainstream experiences as possible. Every child certainly matters in our IR.

Vision

Nether Green Junior School provides a safe, stimulating and inclusive environment for learning that enables the best possible social, academic and cultural development for our children. It is a happy, vibrant and productive workplace for children and staff alike where children take part in a rich variety of experiences that enhance and support academic learning.

We work hard to forge positive and enduring partnerships with parents/carers and the local and wider community.

Values

Our values are at the core of everything we do and have been developed with the aim of preparing our pupils to be confident, happy and compassionate citizens.

Effort & Resilience

Our pupils will be encouraged to:

- Have a growth mindset
- Learn from their mistakes
- Embrace challenges
- Strive to better themselves
- Take risks
- Try their best
- Never give up

Independence

Our pupils will be encouraged to:

- Have high aspirations and expectations of themselves and for others
- Have ownership of their school
- Think freely
- Be a critical thinker
- Be passionate and curious about their learning
- Develop their organisational skills
- Use initiative
- Take responsibility
- Be an active learner

Pride

Our pupils will be encouraged to:

- Show pride in one another's achievements
- Have pride in their work and all aspects of learning
- Look after their school, resources and environment
- Take pride in their achievements

Behaviour & Attitudes

Our pupils will be encouraged to:

- Understand and embrace fundamental world values
- Be happy, friendly and caring
- Embrace difference and diversity
- Listen and other's thoughts, feelings and opinions
- Be respectful, tolerant and caring
- Be humble

Teamwork

Our pupils will be encouraged to:

- Work and play together fairly and with respect
- Listen actively, collaborate and compromise
- Respect different ideas
- Support those who need it

Respect

Our pupils will be encouraged to:

- Be polite and well-mannered
- Value themselves and other people
- Be respectful, tolerant and caring
- Have mutual respect and tolerance for all, including those with different faiths and beliefs
- Respect our school and its environment

COPY OF THE ADVERTISEMENT

JOB TITLE: Teaching Assistant Level 2 in the Integrated Resource

CONTRACT TYPE: Permanent, 37 hours per week, 39 weeks per year starting as soon as possible

RESPONSIBLE TO: Line manager as defined in staffing structure

LOCATION: Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA. Telephone 0114 2302461

GRADE / SALARY: £24,790 - £25,183 pro rata

Post Advertised

The post is working in our Integrated Resource with children with significant and complex learning needs. The resource is a sixteen place unit, with children ranging from Year 3 to Year 6. Most children remain within the unit for a large portion of their day, and integrate into the mainstream classroom where appropriate.

Main Duties and Responsibilities

The Governors are seeking to appoint a Teaching Assistant Level 2 to support the learning in the Integrated Resource at our school. We are looking for people who are caring, committed, hardworking and enthusiastic, who are able to use their own initiative in carrying out a range of duties which support the class teacher in raising the children's attainment.

The successful applicant's duties will include working within a large team to support the pupil's general learning but with particular emphasis in the areas of literacy, numeracy, and meeting EHCP outcomes. This role will involve caring for the children's personal and intimate needs.

We will be looking for people who show a willingness to be involved in training and all aspects of school life.

The school is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. Enhanced DBS check required for all posts.

Enquiries

Further details, application form, job description and person specification are available on our website, please visit <https://www.nethergreen-jun.sheffield.sch.uk/vacancies/> or contact the school at recruitment@nethergreen-jun.sheffield.sch.uk

Opportunity to View the School

If you would like an opportunity to view the school, please contact the office on 0114 2302461.

Closing Date

All completed application forms should be received at the school by **Wednesday 8 January 2025 at 12.00pm (midday)**.


Completed application forms should be emailed to the school at recruitment@nethergreen-jun.sheffield.sch.uk or posted to **Nether Green Junior School, Fulwood Road, Sheffield, S10 3QA**.

Shortlisting/Interviews

Closing Date: Wednesday 8 January 2025 at 12.00pm (midday)

Interviews: Week commencing 13 January 2025

Job Description

	<h1 style="margin: 0;">CITY of SHEFFIELD</h1> <h2 style="margin: 0;">JOB DESCRIPTION</h2>
CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
SCHOOL	NETHER GREEN JUNIOR SCHOOL
POST TITLE	TEACHING ASSISTANT - LEVEL 2
ROLE PROFILE	LD2.5
TOOLKIT JOB REF NUMBER	ToolkitJD-13c
RESPONSIBLE TO	Line Manager as defined in staffing structure
RESPONSIBLE FOR	As defined in staffing structure
HOLIDAY AND SICKNESS COVER	
PURPOSE OF JOB	TO WORK UNDER THE INSTRUCTION/GUIDANCE OF TEACHING/ SENIOR STAFF TO UNDERTAKE WORK/CARE/SUPPORT PROGRAMMES, TO ENABLE ACCESS TO LEARNING FOR PUPILS AND TO ASSIST THE TEACHER IN THE MANAGEMENT OF PUPILS AND THE CLASSROOM. WORK MAY BE CARRIED OUT IN THE CLASSROOM OR OUTSIDE THE MAIN TEACHING AREA
RELEVANT QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> • GOOD LITERACY/NUMERACY SKILLS • COMPLETION OF DfE TEACHER ASSISTANT INDUCTION PROGRAMME • NVQ 2 FOR TEACHING ASSISTANTS OR EQUIVALENT QUALIFICATIONS OR EXPERIENCE • TRAINING IN THE RELEVANT LEARNING STRATEGIES E.G. LITERACY • FIRST AID TRAINING/TRAINING AS APPROPRIATE

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Main Duties and Responsibilities

SUPPORT FOR PUPILS

1. Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
2. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
3. Establish constructive relationships with pupils and interact with them according to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact with others and engage in activities led by the teacher
6. Set challenging and demanding expectations and promote self-esteem and independence
7. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

SUPPORT FOR THE TEACHER

8. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
9. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
10. Assist with the planning of learning activities
11. Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
12. Provide detailed and regular feedback to teachers on pupils achievement, progress, problems etc.
13. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
14. Establish constructive relationships with parents/carers
15. Administer routine tests and invigilate exams and undertake routine marking of pupils' work
16. Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

SUPPORT FOR THE CURRICULUM

17. Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
18. Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher
19. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
20. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

SUPPORT FOR THE SCHOOL

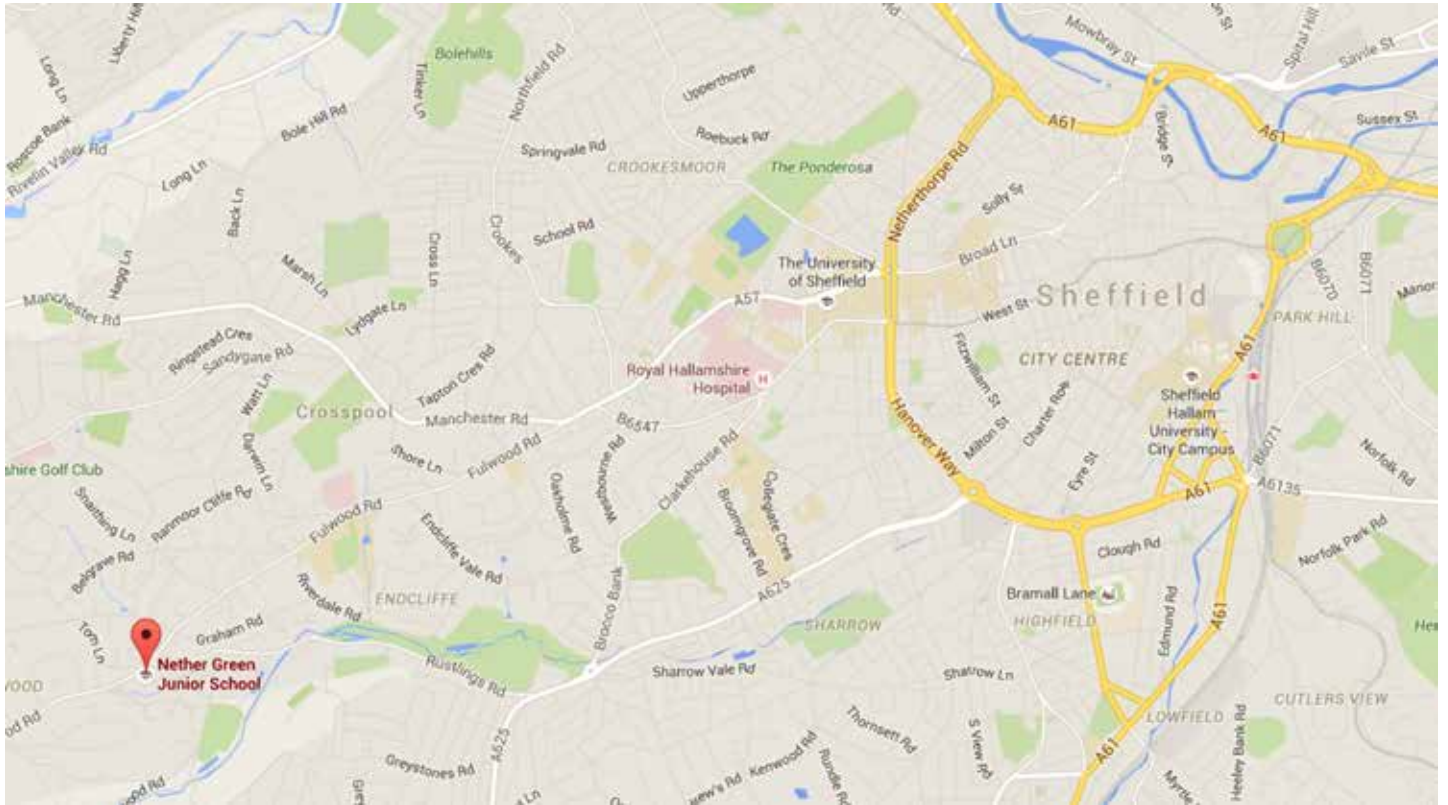
21. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
22. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
23. Contribute to the overall ethos/work/aims of the school
24. Appreciate and support the role of other professionals
25. Attend and participate in relevant meetings as required
26. Participate in training and other learning activities and performance development as required
27. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
28. Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher
29. Any other related duties as may arise.

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

MINIMUM ESSENTIAL REQUIREMENTS	METHOD OF ASSESSMENT
<p>Skills/Knowledge</p> <ul style="list-style-type: none"> • Knowledge of KS2 curriculum • Knowledge of schools systems • Behaviour management skills • Provide support to staff • Ability to work as part of team • Ability to make decisions • Ability to work using initiative • Interpersonal skills • Communication skills (oral, spoken and written) • Ability to prioritise and work to dead lines 	<p>Application form Interview Assessment</p>
<p>Experience/Qualifications/Training etc. (if any)</p> <ul style="list-style-type: none"> • Classroom experience • Successful recent experience with children • Ability and experience of working with challenging children • Commitment to staff development • Relevant NVQ levels or commitment to train and achieve • Be prepared to learn from others 	<p>Application form Interview Assessment</p>
<p>Work Related Circumstances</p> <ul style="list-style-type: none"> • Ability to work with small groups of pupils under direction of class teacher • Ability to work with individual children • Ability to work with children with SEN • Ability to form good working relationships with pupils, staff, parents and other people involved in school life. • Practical commitment to equal opportunities • Commitment to school life • Awareness of the role Key stage two assistant • Understanding and commitment to work with the community • Flexibility • Enthusiasm • Dedication • Appropriate sense of humour • Sensitivity and tact • Ability to work under pressure • Commitment • Calm approach • Punctual, reliable and good health record 	<p>Application form Interview Assessment</p>

Nether Green Junior School Location



Directions from the City Centre

From: Sheffield Train Station Sheaf Street, Sheffield S1 2BP

Take A61, St Mary's Gate and Hanover Way to Glossop Rd/B6547

- Head south-west on Sheaf St/A61 towards Sheaf Square.
- Continue to follow A61.
- Use the right 2 lanes to turn slightly right onto St Mary's Rd/A61.
- Continue onto St Mary's Road.
- At the roundabout, take the 2nd exit onto St Mary's Gate.
- At the roundabout, take the 2nd exit onto Hanover Way.
- Continue onto Upper Hanover St.
- Follow Glossop Rd/B6547 to Fulwood Rd.
- Turn left onto Glossop Rd/B6547.
- Turn left onto Fulwood Rd/A57.
- Keep left to continue on Fulwood Rd for 1.3 miles until you reach Nether Green Junior School.

School postcode: S10 3QA

Key Dates

Opportunity to view the school

If you would like an opportunity to view the school, please contact the office on 0114 2302461.

Closing date:

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