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**Teaching Assistant - Level 2 with SEN Responsibilities**

**Salary**: NJC Grade D Point 6 + SEN allowance

**Part Time:** 30 hrs/wk (Term Time +5)

**Term of contract:** Fixed Term until 31st August 2026  
**Required for:** As soon as possible after the interview date

**Reference Number** REC030225 – please quote on your application form

The Governors of St James CE Primary School invite applications for the above post from suitably qualified or experienced people who enjoy working with children. The persons appointed will work for 30 hours/week (Monday to Friday) and will provide learning support in the classroom for children with EHCP’s, with this position being initially based across Reception. To fulfil this very rewarding and valuable role you will need:

* Experience of supporting young children with learning, social and emotional difficulties;
* Patience, resilience and an ability to nurture;
* A calm, organised and flexible approach to team working;
* An ability to build positive relationships.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be subject to an Enhanced Disclosure by the Disclosure and Barring service, satisfactory references and will be exempt from the provision of the Rehabilitation of Offenders Act 1974.

Visits to the school are warmly welcomed and recommended by prior appointment. Please contact Mrs Williamson at the school office on 01204 572587.

Application forms and job descriptions can be obtained from the “Greaterjobs” website.

**CLOSING DATE:** Please return completed forms to HR Officer Mrs Diggle via email digglek@archbishoptempletrust.co.uk by **Monday 3rd February 2025, 4pm**

Interviews will take place on W/C Monday 10th February 2025 (date and time to be confirmed)

**** Welcome to The Archbishop Temple Trust

Chief Executive, Canon Jill Pilling

A very warm welcome from The Archbishop Temple Trust. I am deeply proud of our schools, where each individual is welcomed, respected and loved. Our Trust was established on 1st August 2016. Our schools are happy, thriving environments where learning and individual successes are celebrated through our Trust values of faith, hope, love, trust and service.

I passionately believe that each of our schools, while maintaining their distinct character, community and identity, has greatly benefitted from the ethos of collaboration and support that as a Trust we provide. The schools in our Trust are, Bishop Bridgeman Church of England Primary School, St James Church of England Primary School and St Maxentius Church of England Primary School. They are situated in Bolton, each taking a role in their local clusters of schools. We have a very strong link with Manchester Diocese.

Curriculum development is key for providing excellent learning opportunities that enable our children to flourish. Staff from our schools work together to shape the curriculum, sharing good practice and tailoring experiences to meet the needs of individual school communities. We are committed to providing high quality training opportunities for all staff to ensure the very best quality of teaching and learning for every child within our Trust. I am delighted that all our schools are in line with or exceed national standards, due to the combination of high-quality teaching and learning, an engaging curriculum and a shared vision.

Our committed Trustees work closely with the immensely supportive Local Governing Boards and parents to determine the unique direction of each school, to make a difference in their local community.

**Great people……**

We aim to recruit outstanding people who have the right attitude. If you have a love for teaching and are passionate about seeing children succeed, we would love to hear from you! For our part, we will provide excellent development opportunities, leadership training and the time to develop all of this so that you can be the best you can be.

Recruiting the right teachers and staff helps us to achieve the goals we set for our children. We are always keen to hear from educators who are passionate about working for the schools and communities we serve. We would rather make no appointment than appoint someone who does not share the same positive ethos that runs through our Academies. For this reason, we try to articulate clearly our vision, values and expectations when putting together information for applicants.

We aim to recruit staff who:

* are excited by their role and by the prospect of working with young people, even those who are less well motivated;
* love the processes of learning and teaching and are keen to continually develop their own skills;
* recognise that teaching can be a demanding job but react positively to those demands with resilience;
* wish to make a real difference in the lives of others;
* will subscribe to the ethos of the Trust and ‘go above and beyond’ in terms of time and commitment to get the very best from our children;
* are quick to praise and slow to criticise; and are not afraid to admit to seeing themselves as potential leaders of the future.

**CPD and training**

Continual Professional Development is seen as a priority at all our schools. It is vital that staff have the time to further develop themselves and to stay abreast of changes within education, developing pedagogy and practice through innovative processes which are research based. We have a wide range of strategy groups that meet regularly, including Year2/6 and EYFS, SEND, Personal Development and Welfare, DSL, Curriculum and many more. These groups provide staff with support, sharing of knowledge and skills and a platform to develop leadership skills.

**Vision statement**

Archbishop Temple Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

**Values and Ethos**

Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.

Archbishop Temple Trust has been established within the Diocese of Manchester. The Trust is working to support all of its member academies and to develop the culture of mutual support and development. In the Diocesan context each school remains part of the broader family of schools. The commitment to developing a high-quality curriculum, delivered by highly trained staff, quality first teaching and sharing expertise is at the heart of the Trust’s vision and development.

**Aims and Objectives**

1. To enable autonomous outstanding academies within the Trust framework. We will achieve this by:

\* ensuring rapid progress to outstanding for all schools.

\* retaining and developing Christian distinctiveness and character of each academy.

\* welcoming all schools into the Trust and securing excellent outcomes for all schools.

\* providing stability and strength in governance and leadership.

\* encouraging innovation and sound decision making.

\* building capacity and resilience.

2. To be recognised as a Trust with outstanding learning opportunities. We will achieve this by:

\* raising aspirations to secure high levels of academic achievement.

\* providing a wide range of memorable learning opportunities.

\* ensuring equality of opportunity within a safe nurturing environment.

3. To maintain and develop rigorous Trust wide school improvement programmes to support staff and Governors in raising achievement. We will achieve this by:

\* ensuring effective Governance together with ambitious and determined leadership,

securing the best outcomes for our academy communities.

\* valuing committed, reflective, positive staff who challenge themselves to be creative

and take risks enabling outstanding performance.

\* developing leadership capacity within the Trust.

\* providing continual professional development and promoting a well-resourced, high

quality environment.

4. Every school in the Trust becomes the school of choice for parents, staff and Governors.

\* each academy is recognised as a centre of learning excellence, disseminating best

practice within and across the Trust.

\* become the employer of choice.

\* successful engagement with parents/ carers and the local community to support pupil

progress, well-being and achievement.

5. To establish a financial foundation to enable the Trust to fulfil its vision.

6. To promote the Trust’s core values at all times.

Canon Jill Pilling CEO

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***Archbishop Temple Trust is founded in the values of Faith, Hope, Love, Trust and Service firmly rooted in the Christian faith.***

Dear Applicant

Thank you for your interest in the current vacancy within the Trust.

We want to create an environment where *everyone* matters and *everyone* is involved in continuing to move the school forward. If you can work collaboratively, are emotionally intelligent and resilient, then Archbishop Temple Trust is a fantastic place to be.

All schools are judged as Good by Ofsted and have Good/Outstanding SIAMs Inspections. We are forward thinking with high aspirations for all. We are not complacent and constantly aim to improve all aspects of our work.

You will find further information about the school on the respective websites. We hope that you will find the details informative and of interest to you.  If there is anything else you would like to know please contact me.

If you have not been contacted within ten days of the closing date, please assume your application has been unsuccessful.  Whatever the outcome, we thank you for the interest shown.

Yours sincerely

**Mrs Nikki Patel**

**School Improvement Director**

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**Job Description**

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| --- | --- |
| **Department** | **St James CE Primary School** |
| **Job Title** | Teaching Assistant Level 2 + SEN |
| **Grade** | Grade D |
| **Primary Purpose of Job** | Provide support for teaching and learning activities  Contribute to children’s development and safeguarding  Provide support to develop the learning environment  Provide support to children with special educational needs |
| **Reporting To** | Class Teacher/SENDco/Headteacher |

**Main Duties**

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| **1** | Working under the direction/guidance of the class teacher/SEND Co-ordinator, to supervise and provide particular support for pupils with special educational needs to enable them to learn as effectively as possible on their own and in group situations, taking into account the special needs involved. | |
| **2** | To liaise closely with the class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Education/Behaviour Plan designed for the pupil. | |
| **3** | To observe the pupil(s) progress and report on any achievements or developments against individual targets; to contribute to the Annual Review of the pupil(s) EHC Plan. Including maintaining any relevant pupil records. | |
| **4** | To identify opportunities for the pupil(s) to work independently where appropriate, ensuring their comfort and safety at all times; at such times to support other pupils in the classroom as appropriate. | |
| **5** | To prepare suitable work for the pupil(s) under the guidance of the teacher, and to make or adapt resources (e.g. worksheets or sight cards) to enable the pupil(s) to access the learning activity at their appropriate level of understanding. | |
| **6** | Contribute to positive relationships with children and adults through communication and interaction | |
| **7** | Provide effective support for colleagues | |
| **8** | Encourage children’s positive behaviour | |
| **9** | Help to keep children safe, including maintaining a safe environment, dealing with accidents, supporting safeguarding. | |
| **10** | When necessary, provide or chaperone intimate care to pupils who are subject to intimate care plans. | |
| **11** | Escort and supervise pupils on educational visits and out-of-school activities | |
| **12** | Contribute to monitoring and maintaining curriculum resources | |
| **13** | Provide displays | |
| **14** | The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated, at the discretion of the Head Teacher and to meet the needs of the school | |
| **Date Job Description prepared/updated:** | | **14.01.25** |
| **Job Description prepared by:** | | **L Belfield** |

**Person Specification**

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| **Department** | | | **St James ce primary school** | | |
| **Job Title** | | | **teaching assistant level 2 +SEN** | | |
| **Stage One** | | | Candidates who are care leavers, have a disability, are ex-armed forces or are a carer (see [Carers-Charter-FINAL.pdf (gmhsc.org.uk)](https://www.gmhsc.org.uk/wp-content/uploads/2018/04/Carers-Charter-FINAL.pdf) are guaranteed an interview if they meet the essential criteria for the role | | |
| **The Minimum Essential Requirements for the above Post are as Follows:** | | | | | **Method of Assessment** |
| **1.** | **Skills and Knowledge** | | | | |
| 1. | Ability to support the teacher in planning, delivering and evaluating learning activities to ensure effective teaching and learning. Ability to give feedback in a constructive manner. | | | | Application Form/Interview |
| 2. | Ability to listen and observe children/young people and share observational findings effectively. | | | | Application Form/Interview |
| 3. | Ability to keep children and young people safe during day-to-day work activities. Ability to assess the balance between safety and risk, challenge and protection, and adjust own behaviour and accordingly. | | | | Application Form/Interview |
| 4. | Ability to praise and encourage children/young people according to their age, needs and abilities. Ability to deal sensitively with challenging behaviour (in line with setting/school policy and procedures). Act as a role model for positive behaviour. | | | | Application Form/Interview |
| 5. | Ability to interact and respond positively to children, young people and adults. Ability to establish and maintain rapport with pupils. Ability to demonstrate verbal and non-verbal communication skills when dealing with children, colleagues, parents, carers, families and other practitioners. | | | | Application Form/Interview |
| 6. | Ability to become an effective member of staff. Ability to work effectively with colleagues and other practitioners. Ability to take an active role in developing own skills and expertise. | | | | Application Form/Interview |
| 7. | Ability to help pupils, under the direction of the teacher, to participate in whole class, group and individual literacy and numeracy learning activities. | | | | Application Form/Interview |
| 8. | Ability to operate ICT resources safely and effectively as a learning resource. Ability to access and use learning programmes and information. | | | | Application Form/Interview |
| 9. | Ability to encourage and support pupils in using ICT during learning activities and feedback on their progress and response. | | | | Application Form/Interview |
| 10. | Value people equally, supporting an inclusive ethos. | | | | Interview |
| 11. | Excellent numeracy and literacy skills. | | | | Application Form/Interview |
| 12. | Ability to communicate with and sensitively support and care for a child or young person, in ways suitable for his/her age, needs and abilities. | | | | Application Form/Interview |
| 13. | In consultation with other, ability to adapt activities and experiences to enable a child or young person to take part, feeding back on progress to the child, other adults and family as required. | | | | Application Form/Interview |
| 14. | Understanding of roles and responsibilities for supporting pupils’ learning and implications for the support you can provide. | | | | Application Form/Interview |
| 15. | Knowledge and understanding of children and young people’s development in relation to the ages covered by the setting/school. | | | | Application Form/Interview |
| 16. | Awareness of safeguarding principles and safe working practices. | | | | Application Form/Interview |
| 17. | Displays commitment to the protection and safeguarding of children and young people. | | | | Interview |
| 18. | Knowledge and understanding of importance of consistent behaviour management. | | | | Application Form/Interview |
| 19. | Knowledge and understanding of the key features of effective communication. | | | | Application Form/Interview |
| 20. | Knowledge and understanding of appropriate software packages. | | | | Application Form/Interview |
| 21. | Experience of working with and/or caring for children within specified age range/subject area. | | | | Application Form/Interview |
| 22. | Awareness and understanding of a range of integration and inclusion strategies. | | | | Application Form/Interview |
| 23. | Awareness of codes of practice and information or instructions in place for children with disabilities and special educational needs. | | | | Application Form/Interview |
| 24. | Awareness of assessment and intervention framework for children with special educational needs. | | | | Application Form/Interview |
| 25. | Knowledge of the practical application of special educational needs strategies. | | | | Application Form/Interview |
|  | **Competencies** – Please note the council’s corporate competencies, which are essential for all roles, are below in the Core Competencies section | | | | Interview |
| **2. Experience/Qualifications/Training etc** | | | | | |
| 1. | | Holder of GCSE Mathematics and English qualification Grades A-C or 9-4 or the equivalent | | Application form/Certificate | |
| 2. | | Holder of an NVQ Level 2, BTEC Level 2 **or equivalent** in Teaching Assistant or Supporting Teaching and Learning in Schools | | Application Form/Interview | |
| **3. Work Related Circumstances** | | | | | |
| 1. | | To attend staff training days, twilight training sessions and relevant out of hours training and events. | | Application Form/Interview | |
| 2. | | This post is subject to an enhanced disclosure and a barred list check from the Disclosure & Barring Service | | Application Form / Interview | |

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| **STAGE TWO** | | Will only be used in the event of a large number of applicants meeting the minimum essential requirements | |
| **Additional Requirements** | | | **Method of Assessment** |
| **1. Skills and Knowledge** | | | |
| 1. | Knowledge of specialist aids and equipment available for children/young people with disabilities and special educational needs | | Application Form/Interview |
| 2. | Ability to adapt learning activities to individual pupils’ needs and abilities | | Application Form/Interview |
| **2. Experience/Qualifications/Training etc** | | | |
| 1. | Minimum of 2 years paid experience of working with &/or caring for children within specified age range/subject area or NVQ2 or equivalent in teaching assistance within an educational setting. | | Application Form/Interview |
| 2. | Experience of working with EYFS pupils. | | Application Form/Interview |
| 3. | Training in special educational needs strategies. | | Application Form/Interview |

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| **Date Person Specification prepared/updated** | **14.01.25** |
| **Person Specification prepared by** | **L Belfield** |

**These core competencies are considered essential for all roles within Bolton Council. Please be prepared to be assessed on any of these during the interview process and, for the successful applicant, throughout the probationary period.**

**Developing Self & Others**

Promote a learning environment to embed a learning culture.  Support others to develop their skills and knowledge to fulfil their potential. Actively pursue your own development. Support and promote the principles of Investors in People.

**Civil Contingencies**

Bolton Council has a statutory duty under the Civil Contingencies Act to respond in the event of an emergency. If Bolton Council’s Emergency Management Plan is activated, you may be required to assist in maintaining key Council services and supporting the community.  This could require working outside of routine working hours and working from places other than your normal place of work.

**Equality & Diversity**

Uphold the principles of fairness and the Equality Act in all undertakings as a Bolton Council employee, including providing a fair, accessible service irrespective of customer’s race, religion, gender, sexuality, disability or age.

**Customer Care**

The ability to fully understand, assess and resolve the needs of all customers including those who present with complex situations, in a manner that respects dignity and expresses a caring & professional image.

**Health & Safety**

Take responsibility for the health and safety of yourself and others who may be affected by your acts or omissions, and comply with all health and safety legislation, policy and safe working practice, including participating in training activities necessary to your post.

**Data Protection and Confidentiality**

Ensure that any personal data or confidential data you hold is kept securely and is not disclosed, whether electronically, verbally or in writing, to any unauthorised third party. Follow Council policies and procedures on dealing with personal information and information assets, including The Code of Conduct, Data Protection, Acceptable Use and Information Security policies. Personal or confidential data should only be accessed or used for council purposes.

**Fluency Duty**

Should you be required, as a regular and intrinsic part of your role, to speak to members of the public in English, you must be able to converse at ease with customers and provide advice in accurate spoken English, as required byThe Immigration Act 2016.

**Working Hours**

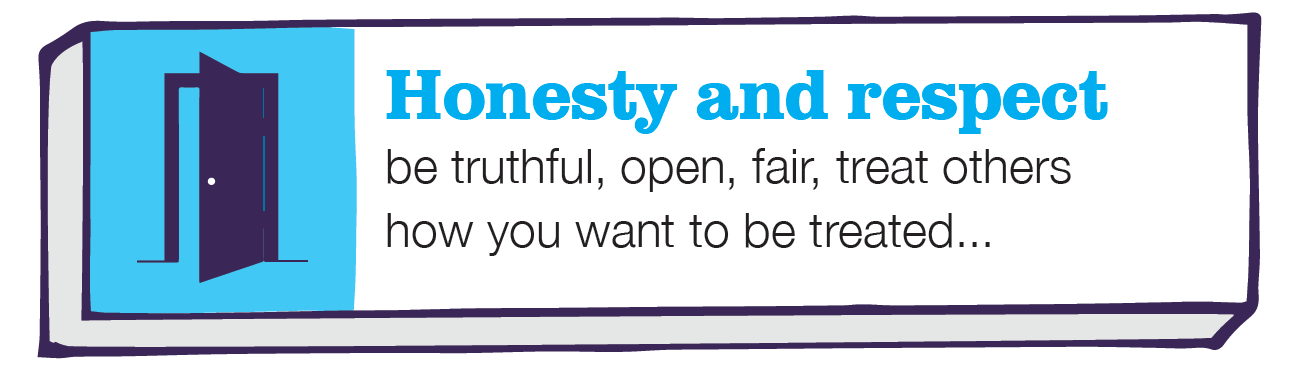
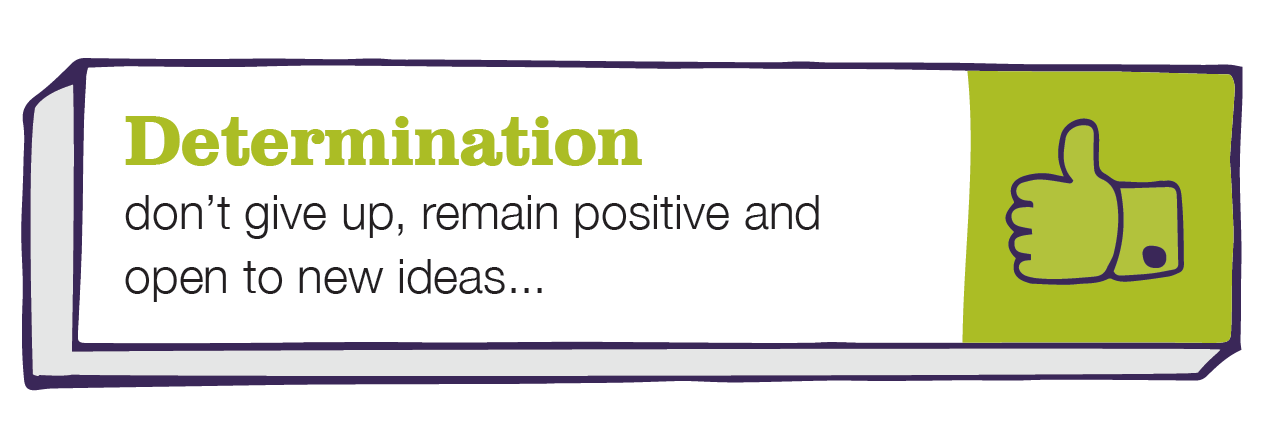
The nature and demands of the role are not always predictable and there will be an expectation that work will be required outside of normal hours from time to time.

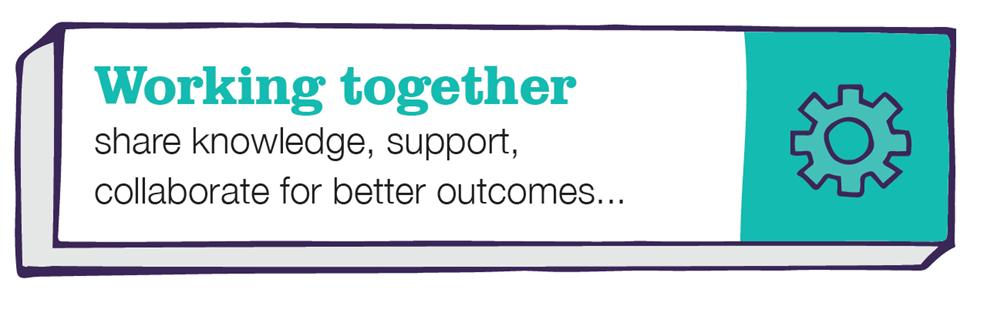
**Safeguarding**

This Council is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. Should the role involve working with the above groups, you will be subject to an Enhanced Disclosure and Barred List check by the Disclosure & Barring Service.

**The values of an organisation are those key principles by which people are expected to work to day to day. They’re our culture and help define what is expected of each and every one of us**.







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**How to apply**

We hope that you have enjoyed reading about the Archbishop Temple Trust and our school and that you will feel able to apply for this post.

Please complete the **downloadable** **application form.** Please do not send CVs or open references as part of your application as these will not be considered.

It is important that you provide a complete employment history from when you left full time education. If the application form is not fully completed or has unexplained gaps in your employment history, your application will not be considered. Copies of your qualifications will be required at the interview stage; please do not send these with your application.

Please also write **a letter of no more than two sides of A4** to explain why you want to work within our Trust, why you are the best candidate for the post and what you would contribute to our schools, with examples from your recent work if possible.

Please let us have both the supporting letter and the application form by **4pm** on **Monday 3rd February 2025** as we will not be able to consider applications received after that.

In accordance with the Data Protection Act, the details provided in the application form will be used for selection and interview procedures, and for employment records if your application is successful.

If you are disabled, please give details of how we can ensure that you are offered a fair selection and interview process.

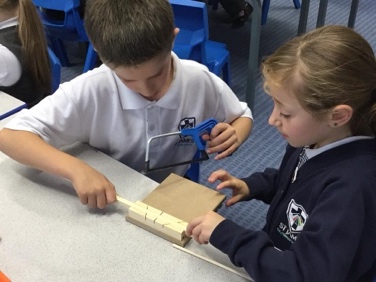
Successful candidates will be asked to provide, prior to taking up the appointment, documentary evidence (including National Insurance number) showing their entitlement to work in the UK. We will also carry out an enhanced DBS and declaration of health check. References will also be required in line with Keeping Children Safe in Education 2019.



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| Dream | Believe | Learn | Achieve |

My name is Lisa Belfield and I am the very proud Principal of our special ‘St James Family’. Each day is an absolute pleasure, working with the staff and parents who are committed to make a difference to the lives of the pupils with whom we work. Our children are nurtured through the Christian values of respect, peace, love, forgiveness, honesty and hope. As a result, our pupils are kind, caring and polite; visitors always feel a warm welcome when they walk through our front door. The children of St James are utterly delightful, with exemplary behaviour and a real credit to the school and their families.

St James is situated in a very vulnerable catchment area, with above-average pupil premium and SEND figures. However, this does not stop our pupils from achieving what we set out for them, nor does it stop us as practitioners believing that our children CAN DO. I am very lucky to serve a staff who work incredibly hard to ensure the children in our care receive the very best that we can offer them. We are big advocates that ‘team work makes the dream work’ and we ensure that we are there to support, challenge and motivate each other. Staff new to school, or on supply, always comment on how helpful and friendly the staff team of St James are. We are always eager to grow our workforce with like-minded individuals, who have a passion to make a difference. Our children deserve a great education, with great professionals to ensure we achieve this.

Working within the Archbishop Temple Trust has opened many doors for school improvement and networking. Staff at St James have benefited from many CPD opportunities for training and sharing best practice. Strong and supportive relationships across staff flourish within our MAT. The impact for the children is also positive, with the opportunity to visit other schools in contrasting environments and to work on joined-up projects.



Thank you for considering our school and MAT to either start or further your career in education. I look forward to hearing from you.



Mrs Lisa Belfield

Headteacher