



IN OMNIA EXCELLENTIA

Teaching Assistant – Communication and Interaction Interventions Lead

Post Title:
Contract Type:
Reporting to:
Salary Range:

Teaching Assistant 31 hours per week term time only (39 weeks)
Permanent
Team Leader of Learning Support
C Grade £13565-£14287 pro rata (£18,933-£19,941fte) pay award
pending

Perins School, Pound Hill, Alresford, Hampshire, SO24 9BS

www.perins.net recruitment@perins.hants.sch.uk 01962 734361



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Letter from the Headteacher:

Dear Applicant

Thank you very much for the interest that you have shown in this position at Perins School. The successful candidate will have an important contribution to make to our growing and successful school and I hope that you will find the enclosed information helpful.

Perins School is one that places individuals at the heart of everything we do, whether that be staff, students or the wider community. We are therefore committed to the well-being and professional development of all of our staff and, as such, we see this as the potential start of a new professional relationship with us. Following a wonderful journey of development and expansion, we are now a popular, oversubscribed 11-16 school that is highly regarded locally and nationally.

Our ethos is one of 'working with' and not 'doing to'. Our staff choose to go the extra mile and, as such, our extra-curricular offer is second to none. We have ensured that through high quality provision we are known nationally for our sporting teams and activities with over 650 students regularly participating in sporting events outside of the school day. Over the past few years, we have also expanded our provision within the creative arts. The annual drama production in particular has been a great source of both personal and professional pride – and we can say with confidence that a Perins Youth Theatre production is so much more than just a 'regular school production'. Our reputation, in both the school and across the wider community, has grown exponentially with each drama production we have staged, and the positive feedback we receive year-on-year continues to surpass our expectations. The many other opportunities provided by all areas of the school ensure that hundreds of students remain on site until up to 6pm each day and this encourages positive working relationships between staff and students that are truly enabling. Participating in the extra-curricular activities has proven to be a wonderful experience for all those involved and one which we hope will stay with our staff and students for the rest of their lives.



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It is our belief that this strong and distinct ethos, combined with aspirations to excellence in everything we do, combined with exceptional levels of pastoral care, enables us to provide an outstanding quality of education.

At Perins School, we are never complacent and are committed to moving our school forward to become an outstanding provider of holistic education. There is a strong and supportive culture across the School which enables staff to focus on providing high quality teaching for all our students. Indeed, our staff are warm and welcoming, our parental community are engaged and supportive of the School and our students are a joy to teach and know. We are also wholly committed to retaining the best of the past traditions of excellence, and our relentless drive for continual improvement results in outstanding success in a wide range of areas.

I sincerely hope that you find the information provided informative, our tone welcoming and the position attractive to you. All appointments to our staff are important; however, the appointment of the right staff to secure the continued success of Perins School is essential. Our most recent Ofsted report confirms our status as an exceptional School. However, there is still much ahead of us and the Trustees, Local Advisory Board, Senior Leadership Team and I are ambitious for our students to experience the most outstanding education and achieve the highest possible outcomes that they are capable of achieving.

If you believe you can contribute to our exciting future, I would be delighted to receive your application.

Yours faithfully,



Mr Steve Jones

Headteacher



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Overview:

We are looking to appoint a Teaching Assistant to support the learning of pupils with special educational needs within the classroom, who will also coordinate and lead on communication and interaction interventions with students with special educational needs and disabilities (SEND). You will be an Autism Ambassador for the school and will ideally have experience with working with students who are on the Autism spectrum. You will assist the SENCo in raising awareness of Autism Spectrum Condition amongst staff and students and will co-ordinate and deliver specific interventions.

Key Responsibilities

- To develop different strategies to support the learning of students across the curriculum
- To assist pupils to learn as effectively as possible within the classroom
- To work as part of a team and provide regular feedback to the Learning Support Manager
- To promote positive behaviour both in and out of the classroom
- To coordinate and lead on communication and interaction interventions for students with SEND
- To work closely with relevant school staff and external agencies to improve outcomes for students with physical and sensory needs

Key Tasks

- To work within the classroom with individual students, and with small groups who are undertaking intervention work
- To promote and encourage the inclusion of students with special educational needs
- To contribute to progress reports, annual reviews and target setting
- To create and set targets for physical and sensory support plans
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- May be necessary to scribe for students in lessons and exams when necessary
- A C grade TA will be responsible for carrying out supervisory and mentoring of less experienced TAs



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- Carry out specific specialist responsibility and support other staff including teaching staff in this area when needed eg: behaviour, specific learning or medical need, enhanced subject strength
- The individual may be responsible for writing and contributing towards complex reports within their specialism or about a specific student's needs

Person Specification

Essential	Desirable
Qualified to at least GCSE C grade or equivalent in Maths and English	A Level qualification or equivalent Level 4 Award in Supporting Children & Young People with Social, Emotional and Mental Health Needs (SEMH).
Excellent inter-personal and communication skills	Will have worked with children of appropriate age with a physical and or sensory needs
Ability to work effectively as part of a team	Will be able to demonstrate practical strategies and knowledge
Ability to act on own initiative	
Effective communicator	
Good working knowledge of Microsoft Office Suite (Word, Excel etc)	
Well organised and efficient	
Ability to prioritise, work under pressure and meet deadlines	
Professional with high expectations of self and others	
Able to maintain confidentiality	
Enjoys working as part of a team	
Keen to learn and undertake necessary training	
Interest in Special Educational Needs and Inclusion	



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Applicants who fail to adequately address the relevant criteria in their application form and supporting statement will not be considered.

Benefits:



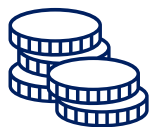
Remuneration All our teaching positions are based on the national teaching scale. If you are a UQT, we will assess your experience, and remunerate appropriately. Support staff salaries are based on HCC grades.



Holiday Our teachers have an additional week in the October half term. Support staff have a generous annual leave allowance, that is either wrapped up in your monthly pay (term time only contract) or can be taken at any time during the year (52 week contracts)



Pension Teaching staff benefit from the Teachers Pension, and Support staff benefit from membership in the Local Government Pension scheme. These pension schemes are renowned for their generosity.



Discounts We offer a wide range of voluntary discounts via our partners KAARP



Employee Assistance Programme We offer resources and programmes to support your physical, mental and financial wellbeing. We also have a team of Mental Health First Aiders within the MAT who you are able to reach out to should you need to. We also offer an Employee Assistance Programme for those that may need it.



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Preschool and Nursery Reduced nursery and preschool fees and term time only packages at Patchwork Day Nursery and Pre School based on Perins School site.

After school club reduced fees at Alresford Youth Association's afterschool club based at Sun Hill Junior School



Training We have a strong CPD ethos, and encourage life-long learning. Regular CPD sessions are held at school



Free onsite gym



Free tea and coffee, and ample staff social areas including garden. Weekly 'cake break' hosted by each department



Cycle to work scheme



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Free car parking



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Guidance on the information you need to include in your application form

In order for you to be considered for the position, it is important that you complete the application form fully. This ensures that all applicants are providing us with the same type of information. Please use the information available to you and your knowledge of the role to assist you in completing the application form. Incomplete application forms will delay our recruitment process.

Employment history

Current Employer

Enter information about your current employer. If this is your first job after school or college, please give details of weekend, evening jobs, or work placements.

Previous employers

Please provide information about all of your previous employers including permanent, temporary or interim roles. To do this, simply add more sections.

You must give a **full** history in chronological order since leaving secondary education, including periods of any post-secondary education / training, part-time and voluntary work. If you have any gaps in your employment, please indicate the reasons for this.

Include full time employment, with start and end dates.

Provide explanations for periods not in employment or education / training and reason

Formal education

Enter your educational qualifications such as NVQs, GCSEs, O-Levels, A-Levels, AS Levels, Highers, and Degrees. Include all subjects and grades/scores.



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Job specific information

The questions in this section will depend on the role you are applying. Ensure you complete all questions.

Safeguarding children and adults

The Perins MAT is committed to safeguarding children and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment. All our recruitment and selection practices reflect this commitment.

For roles working with children and children's data, we comply with the "Safer Recruitment" national guidelines. Ideally, we will take up references before the interview for these roles; however, we do understand that with some positions this is not always possible. We will always be discrete, and if the role that you are applying for allows, you will have the option to let us know if you do not want us to contact your current employer.

Employment references for Safer Recruitment roles should not be from a colleague. They should be from your manager, supervisor or someone who is in a position of authority. It is our preference that referees are provided from **different** schools if you have worked in school environments previously.

If you are not currently working with children or adults but have done so in the past, it is important that you provide a reference from this employer.