



**Teaching
Assistant
(Supporting Pupil
with SEN
32.5hrs)
Application Pack**



Contents

Letter from Catherine Paine, Chief Executive Designate	3
Our Cornerstones and Touchstones	5
The role	6
The application.....	7
The application process and timetable.....	8
Safeguarding, Safer Recruitment and Data Protection.....	8
Job Description.....	9
Person Specification.....	12



Letter from Catherine Paine, Chief Executive Designate

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

Chief Executive Designate, REAch2 Academy Trust

Letter from Miss Helen Bye, Headteacher, Scientia Academy REAch2 Academy Trust

Dear Candidate

Scientia Academy is a two-form entry primary school providing a part time morning and afternoon Nursery. We offer a friendly and stimulating environment, where children are encouraged to become confident, caring, articulate and independent learners on their journey to secondary education and use their abilities to the full. We provide a calm and happy atmosphere and set high standards of respect, courtesy, hard work and achievement for all children and adults.

The school is equipped with modern purpose-built classrooms, state of the art ICT suite and 4D cinema an extensive library, art and craft rooms in an expertly designed learning environment. We offer extended school services, which include Breakfast and After School Clubs. Enriching the curriculum as much as possible through educational and residential trips, visiting speakers and professionals drawing upon the local and wider community. Parents are encouraged to become actively involved in their children's learning through regular coffee mornings, termly review days.

We are very proud of the social and cultural diversity of our school. The children and staff come from a variety of backgrounds and cultures and we aim to celebrate the richness that this brings to the school. This diversity is reflected in our curriculum, our policies and procedures and our school environment.

At Scientia the staff are committed to provide excellence in teaching and learning for every child in our school. We are looking for people who will bring these traits to our school as well as complementing the collegial atmosphere that already exists here at Scientia. If you feel that Scientia is the right type of environment for you then we would love to hear from you.

Miss Helen Bye

Headteacher, Scientia Academy REAch2 Academy Trust

Our Cornerstones and Touchstones

REAch2 is the Cornerstone of the Trust: providing a strong, responsible foundation from which every academy develops and grows. A cornerstone provides a subtle yet paramount role in the construction of a building and ensures that REAch2 is a trustworthy, accountable and inspirational organisation, delivering the best possible learning experience.

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. You can learn more about REAch2 at our website: www.reach2.org



The role

Post: Teaching Assistant (Supporting pupil with SEN) x 3 posts

Employer – Reach2 Academy Trust Scientia Academy

Location – Scientia Academy, Mona Road, Burton on Trent, DE13 0UF

Hours – 32.5 hours per week negotiable, Term Time Only excluding 5 Inset Days

Contract – Temporary while the child attends our setting

Salary – Staffordshire NJC Grade 4 SCP 5 to 6 / Full time Equivalent Salary £19,650 to £20,043 per annum (pro-rata)

Start Date – As soon as possible.

About The Role:

Would you relish the exciting opportunity to join our team on a journey towards being an outstanding Academy?

Scientia Academy are seeking to appoint an experienced, energetic and caring SEN Teaching Assistant to support children with complex and high needs (emotional, behavioural and physical needs of the child: medication, intimate care, first aid, etc).

In collaboration with the Class Teacher and the SENCo you will nurture and support pupils' educational experience to the best it can be and will make a significant contribution to pupils' progress. We are looking for someone with strong behaviour management skills, sound classroom knowledge and a caring personality. This role also requires you to work alongside individual children and groups in class and take the lead in managing small groups of pupils for specific intervention. You will also be required to provide lunchtime support.

We aim to appoint someone who is passionate about inclusion and is willing to go the extra mile to help secure outstanding outcomes for our children and families.

The successful candidate must:

- possess a QCF Level 2 certificate in Teaching & Learning or equivalent qualification,
- have experience in supporting pupils at all levels and ability,

- flexible and reliable with a caring nature,
- be enthusiastic, highly motivated, enjoy working with young children and be passionate about making a positive difference to children’s lives,
- have a range of strategies to support learners of all abilities, and provide excellent support for individual pupils,
- be able to work as part of a successful, hardworking, dedicated team.

In return we can offer:

- an extremely supportive, friendly team and a modern, well-resourced work environment,
- high expectations of pupil behaviour and achievement,
- a commitment to wellbeing and a chance to be a part of a driven, skilled, and dedicated team.
- membership of the Local Government Pension Scheme,
- high quality Continuous Professional Development,
- free and confidential access to REAch2’s Employment Assistant programme manned by qualified counsellors 24 hours / 7 days per week,
- a rewarding job where no two days are the same.

This is an exciting opportunity, and we look forward to receiving your application.

Additional Information

Scientia Primary Academy and REAch2 are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. This post is subject to an Enhanced DBS with a Children’s Barred List Check and two satisfactory references.

The application

You are invited to submit an application form to **Marion Chimenes, School Business Manager, recruitment@scientia-academy.org.uk** .

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust’s online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

The application process and timetable

Application deadline:	Sunday 9 th October 2022
Interviews:	Monday 17 th October 2022
Salary:	Staffordshire NJC Grade 4 SCP 5 to 6 / Full time Equivalent Salary £19,650 to £20,043 per annum (pro-rata)
Start date:	As soon as possible

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our [Privacy Notice for Job Applications](#).

Job Description

Post: Teaching Assistant (SEN)
Salary: Grade 4 NEW SP 5 to 6
Responsible to: Headteacher

JOB PURPOSE

To work under the instruction and direction of senior managers/teaching staff to support the delivery of quality learning and teaching of pupils with special educational needs. Work with children and young people who have a range of significant and often complex SEND for example those with autism, social, emotional and mental health difficulties, severe or moderate learning difficulties including those who exhibit challenging behaviour.

To undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher; to encourage the participation of pupils in the social and academic processes of the school and enable pupils to become more independent learners. Undertake work/care/support programmes to enable access to learning for all pupils and to assist the teacher in the management of pupils and the classroom.

SUPPORT FOR PUPILS

- Use specialist (curricular/learning) skills/training/experience to support pupils.
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities inside and outside the classroom in order to enable them to participate fully in activities.
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes under the direction and guidance of the teacher and SENCo.
- Support children's emotional well-being and help develop their social skills.
- Promote the inclusion and acceptance of all pupils, reinforced children's self-esteem and encourage positive attitudes and social interaction, employing strategies to recognise and reward achievement within agreed school procedure.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Undertake activities with either individuals or groups of children in order to ensure their safety and to facilitate their physical, emotional and education development.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Establish constructive relationships with pupils, provide consistent support to all pupils and responding appropriately to individual pupil needs.
- To work with children and young people who have moderate to complex needs, providing an appropriate level of emotional and physical support where necessary.
- Provide support to pupils who have communication difficulties also where English is an additional language.
- Support the physical needs of the child (medication, toileting, first aid, etc).

SUPPORT FOR TEACHERS

- Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils.
- Provide support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher.
- Assist in the development of pupils' support plans.
- Support pupils in developing and implementing their own personal and social development.
- Use strategies, in liaison with the teacher to support pupils to achieve learning goals.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.
- Promote positive values, attitudes and good behaviour, dealing promptly with pupils' conflict and incidents and encourage pupils to take responsibility for their own behaviour in line with agreed school policy.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents under teacher's supervision.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Be responsible for keeping and updating pupils records as agreed with the teacher.
- Provide clerical/admin. support e.g. photocopying, typing, filing, administer coursework etc.
- Allowing the child space to experiment, meet challenge and make mistakes, to grow and develop without over reliance on adult support.

Teaching assistants may have access to sensitive and detailed information concerning a child and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.

Liaison with parents is primarily the teacher's responsibility, so any questions or queries from parents or others should be listened to carefully and then discussed with the class teacher before any reply is made. Unguarded remarks can be dangerous in this respect.

SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Implement local and national learning strategies e.g. literacy, numeracy and make effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Assist pupils to access learning activities through specialist support, e.g. curriculum/SEND specialism.
- Engage with children to support their development in both the indoor and outdoor learning environments.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- 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

- 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.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- 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.

These duties are not exhaustive and may be varied to meet the changing demands of the school at the reasonable direction of the Headteacher. This job description does not form part of the contract of employment.

Person Specification

	Essential	Desirable
<ul style="list-style-type: none"> Right to work in the UK 	*	
Knowledge/Qualifications and experience		
<ul style="list-style-type: none"> (QCF) Level 2 Certificate in Supporting Teaching and Learning in Schools. Sound understanding of the national KS1/2 curriculum and other learning programmes/techniques. Two years minimum satisfactory experience as a TA, with evidence of INSET undertaken. Level 3 Certificate in Supporting Teaching & Learning Experience of working with children who have a wide variety of educational needs. Working knowledge of Team Teach. 	<ul style="list-style-type: none"> * * * 	<ul style="list-style-type: none"> * * *
Skills , abilities and personal attributes		
<ul style="list-style-type: none"> Ability to work effectively within a team environment, understanding classroom roles and responsibilities. Ability to build effective working relationships with all pupils and colleagues. Ability to promote a positive ethos and role model positive attributes. Ability to work with children at all levels, regardless of their individual needs. Good personal, numeracy, and literacy skills. Emotional resilience in working with challenging behaviours. Responsible attitude to use of authority and maintaining discipline. Working knowledge of Read Write Inc. Experience of working with children with SEND. Participate in relevant training. Knowledge of various teaching methods appropriate for SEND pupils. Working knowledge of effective use of ICT to support learning. 	<ul style="list-style-type: none"> * * * * * * * * * * * * * * 	<ul style="list-style-type: none"> * *

<ul style="list-style-type: none"> • Commitment to promote and support the aims of REAch2. • Ability to understand and demonstrate a commitment to equality and diversity. • High expectations; respect for pupils' social, cultural, linguistic religious and ethnic background. • Commitment to raising pupils' educational achievements. • Ability to build and maintain successful relationships with pupils, treat them consistently, with respect and consideration, and demonstrate concern for their development as learners. • Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work. • Ability to work collaboratively with colleagues, and carry out the role effectively, knowing when to seek help and advice. • Ability to liaise sensitively and effectively with parents and carers, recognising role in pupils' learning. • Ability to improve their own practice through observations, evaluation and discussion with colleagues and senior leaders. • Evidence of a commitment to safeguarding and promoting the welfare of children and young people. 	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p>
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