

TEACHING ASSISTANT

START DATE: JANUARY 2025



December 2024



Dear Applicant,

Thank you for expressing an interest in the post of Teaching Assistant at St Mary's Primary School, Bradford Abbas.

This is a wonderful and rare opportunity to join a small and hardworking, passionate team of staff delivering high quality education and pastoral care on a daily basis to the village children of Bradford Abbas and beyond.

Our school is structured into four classes: R/1, 1/2, 3/4 and 5/6 with class sizes ranging from 19 to 32.

We have an experienced and ambitious staff team who want the best for our pupils. Behaviour is very good and we have high expectations that every child achieves their potential, socially, academically, emotionally and physically.

There is a very good support network for new staff within the school and staff receive regular training to ensure their skills and knowledge stay up to date and are effective.

Staff, parents and children have positive relationships; we believe that partnership working makes for happy and successful learners.

We are excited to be part of the SAST. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. We believe in preserving schools in their local community. This means that there will be considerable local expertise to support the school and staff with the chance to contribute to wider developments.

At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

We are looking for someone with high expectations, a love of learning, able to inspire and laugh and enjoy the challenges of this role. You need to be a team player; you will go the extra mile to support children. In return, you will join a School and Trust that is full of activity, opportunity, and optimism.

There is further information about the school on our website [St Mary's Primary School](https://www.stmarysprimaryschool.org.uk) and the trust at www.sast.org.uk

You are very welcome to visit us in advance of an application or please contact the school office for any further information. On behalf of the staff, children, and governors we look forward to meeting you.

Very best wishes,

Miss E Grunnill,
Headteacher

THE ADVERT & APPLICATION PROCESS

We look forward to receiving your application by **9am, Thursday 12th December 2024**

The interview date will be **Monday 16th December 2024**

Salary: Grade 5, Point 5-6: £12,102- £12,294 per annum (subject to experience)

Contract: Fixed term until 23.07.2025, 21 hours per week, 39 weeks per year (term time plus 5 days)

We are seeking to appoint an enthusiastic and resourceful Teaching Assistant to join our KS2 team at St Mary's Primary School, on a fixed-term basis until July 2025. The successful applicant will be required to provide lunch cover as part of this role. This post represents an outstanding opportunity for a qualified member of support staff who is keen to develop. Previous Teaching Assistant experience is desirable.

You are asked to provide the following:

- A completed application form
- A letter of application (no more than two sides of A4) outlining how your knowledge, skills and experience fit this role

Completed applications should be sent by email to: recruitment@sast.org.uk

Should you wish to arrange a visit to view the school, please contact the office on 01935 476515 or via email on office@bradfordabbas.dorset.sch.uk.

SAST will conduct online searches of shortlisted candidates. In line with KCSIE guidance, this will be part of safer recruitment checks, and the search will purely be based on whether an individual is suitable to work with children. As care must be taken to avoid unconscious bias and any risk of discrimination, a person who will not be on the appointment panel will conduct the searches and will only share information if and when findings are relevant and of concern.

Safeguarding responsibilities associated with this role may include engagement in regulatory activity, such as administering first aid or supporting an upset child. It will have contact with young people on a day-to-day basis. SAST is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and the post is subject to safeguarding checks, including an enhanced DBS check and Children's Barred List check. The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020.

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex, or sexual orientation.

This role is UK- based and your right to work will need to be established as part of the appointment process.

(Internal ID Number: RAF569)

JOB DESCRIPTION

Post: Teaching Assistant

Salary: Grade 5

Main Job Purpose

- Responsible for working across a varied range of responsibilities.
- The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoor areas, ensuring a safe environment is maintained at all times.
- To assist the Headteacher/SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupils work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.
- There may be a Special Needs input to support pupils in activities. Support is both a one-to-one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ("gifted/talented").

Main Responsibilities and Duties

- To support the teaching and learning processes.
- To assist the SENCO/Principal TA (PTA) in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - Management of pupil behaviour.
 - Establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities.
 - Continuous review and development of the postholder's professional practice.
 - Inclusivity of pupils with identified SEN needs.

Under the guidance of direction of the teacher/SENCO/PTA:

- Develop, maintain, and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks, mainly:
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions.
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning,
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.
- Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/ or Foundation Curriculum and specific individual pupil targets and/ or group targets
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources
- Assist in the development, monitoring and evaluation of programmes of work.

- To upkeep data files, catalogue resources, maintain inventories, photocopy, record
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount, and display pupils' work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation for educational visits, and where appropriate accompany/supervise students' undertaking off-site activities.
- Contribute to the process of school self-review.
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- Supervise pupils using cloakrooms, showers, and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport.
- Escort pupils to school or parental transport, home or to hospital as necessary and/ or support in the integration/re-integration of the pupil.
- Develop and understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support, and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils.
- When a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials and dispense medicines in accordance with school policy.
 - Undertake First Aid
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of the teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests/ assessments as directed.
- To assist in the preparation and maintaining of the learning environment.
- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
- To undertake continuous professional development.
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Supervision and Management

Typically, there will be supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA or Supervisory TA within the team. The postholder may be required to support the induction and further training of classroom TAs.

Resources

Books, stationery, writing equipment, ICT and AVA equipment

Working Environment

- The range of areas, number of classrooms/halls etc will depend on the particular school.
- Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.
- Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.
- There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.
- A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.
- Equipment used will include photocopiers, computers, medical /sport/science/art/technology/home economics equipment and in the case of special schools additionally plus hoists, wheelchairs, and minibuses.
- While the level of pupil needs will vary from time to time, the job holder will be predominately working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Contacts and Relationships

- Contact with all staff in school to pass and receive information, advice, guidance, suggestions, and ideas.
- Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.
- Contact with parents/ carers and other agency staff to provide support for pupils, such as giving feedback on pupils' progress. Such communications can be of a delicate nature depending on a pupil's particular needs.
- There will be regular contact with the Headteacher, relating to on site-supervision of TAs, deployment, and cover arrangements.

Problem Solving and Creativity

- On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.
- Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.
- There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

- Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.
- A creative approach to supervisory duties, training and in supporting staff is required.

Decision Making

- Within the agreed school policies, guidelines, and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.
- There will often be a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.
- Decisions are made on the day-to-day deployment of TA staff and resources, under the overall direction of teaching staff.

Equality and Diversity

SAST recognises the benefit of having a diverse workforce and is committed to building a workforce which reflects diversity from the communities it serves. SAST values the contributions from all staff from a wide range of different backgrounds and actively seeks to promote an environment that is free from discrimination and harassment and at the same time supports fair promotion and cultural acceptance. Under the provision of the Equality Act 2010 SAST welcomes applications from everyone and operates a recruitment process which is fair and does not discriminate against or disadvantage anyone because of their age, disability, gender reassignment status, marriage or civil partnership status, pregnancy or maternity, race or nationality, religion or belief, sex or sexual orientation.



Person Specification

Teaching Assistant

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Strong academic record including Maths and English GCSE grade C (or equivalent) or better. (Please include this information in your application form). 	<ul style="list-style-type: none"> Qualifications relating to the role of TA (or evidence of working towards gaining such qualifications) Good Higher Education or Further Education qualifications including QTS Grade A or B in both English and Maths GCSE or equivalent. First Aid qualifications.
Knowledge and Experience	<ul style="list-style-type: none"> Experience of supporting children within Key Stage 2. Experience of working in a school and/or nursery context. Excellent literacy knowledge and skills. 	<ul style="list-style-type: none"> Experience of working as a TA previously. Familiarity with: <ul style="list-style-type: none"> <i>Teaching and supporting children with SEN.</i> <i>Working with and supporting children with challenging behaviour.</i> <i>Running intervention programmes.</i> Knowledge of KS2 assessment, curriculum and planning.
Personal	<ul style="list-style-type: none"> Enjoy working with children. Able to have a good rapport with children. Dedicated to safeguarding and promoting the welfare of children. Enthusiastic Hardworking, flexible and motivated. Team player and excellent interpersonal skills. Good verbal communication skills including ability to communicate effectively with carers and parents. Able to take the initiative. Confidentiality and sensitivity. Supportive of the Christian ethos of the school. 	<ul style="list-style-type: none"> Ability to work with and manage children with challenging needs – EAL, SEN and very able pupils. Ability and experience of communicating with parents within a school or nursery context. Good IT skills. Skills and interests that could help enrich children’s learning e.g. MFL, cooking, gardening, music and so on.
Other	<ul style="list-style-type: none"> Willingness and ability to undertake lunchtime duties. 	<ul style="list-style-type: none"> Willingness and availability to undertake some breakfast club (8.00-8.45am) and/or after school club (3.15-5.30pm) duties as required.

ABOUT ST MARY'S CE PRIMARY SCHOOL

Our school is situated in the centre of Bradford Abbas, a thriving village community around St Mary's Church, the Rose & Crown Pub, the Village Hall and the Sports & Social Club. With currently 103 pupils on the school roll, our children learn to value the experience of being part of the wonderful community of Bradford Abbas.

The oldest of our school buildings was opened as the village school on Easter Monday in 1856. What we call "the new building" was opened in July 1966. We had a new modular classroom built next to the main school in 2016 replacing the ancient 54 year old timber framed classroom. In 2007, members of the PTA built an outdoor classroom for the school and this is a very popular place when the weather is good. In Summer 2011, the new library was built off the main hall with a quiet reflection/storytelling area added to the external orchard area. Finally, in 2016, the spiritual garden was designed and built using a legacy given to the school from a former Headteacher of the area.

There is a strong relationship between the school and the Church. The school benefits by making use of the Church for religious events and the Vicar is actively involved in Assemblies. Our most recent inspection by Salisbury Diocese found us to be outstanding in every area!

St Mary's is part of two successful and effective educational partnerships: the small schools' cluster and the Sherborne Area Schools' Trust. The schools work together closely for the benefit of all our children in Sherborne and the surrounding areas.

At St Mary's, we offer outstanding teaching and learning, excellent behaviour and a warm, safe and friendly Christian ethos where every individual is valued. We emphasise the importance of positive relationships and reward.



INFORMATION ABOUT WORKING FOR SAST



SAST is a multi-school trust, formed in June 2017, with 18 schools across Dorset and South Somerset. We have more than 5,700 students and over 850 members of staff. There is real strength in coming together with a collective responsibility for all the children's development and progress between 0-19 years. SAST has large town primary schools with over 300 children, smaller village primary schools and nursery provision. SAST also has 5 secondary schools, some with a Sixth Form provision. There is a mix of formerly maintained and Church of England schools - both voluntary controlled and voluntary-aided in the Diocese of Salisbury. We believe in preserving Schools in their local community.

Our Schools:

A key principle of the SAST is that member schools maintain their own character, such as church and community status. All schools in the multi-school trust are equal partners and are committed to the principles of collaboration, sharing expertise and resources to enable all partner schools to deliver excellent education for all young people in their care.

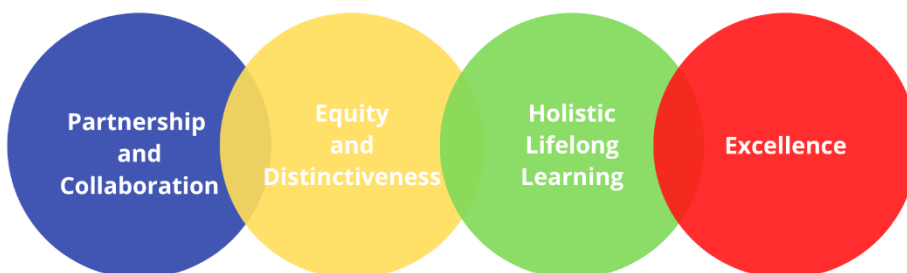
At the heart of SAST is the desire to work in partnership, to collaborate with others and to be outward facing for the benefit of children and staff. The schools have extensive links beyond the immediate area and are keen to extend these further.

SAST works by providing opportunities to share and improve - to develop further our provision as well as supporting the quality of leadership and management. This includes sharing best practice, being creative in maintaining a broad and diverse curriculum, ensuring the care and support is in place for children and families and enabling further staff and teacher development. We also work together on meeting the challenges of funding and the opportunities for financial efficiency, determining for ourselves which services and providers we will use to provide outstanding provision for our children. There is real strength in coming together with a collective responsibility for all of the children's development and progress between 0-19 years.

Our Vision:

Delivering educational excellence through aspiration and collaboration.

Our Values:



Partnership and Collaboration

Our schools support each other, by sharing expertise and resources, to ensure improvement.

Equity and Distinctiveness

We celebrate the individuality of each school and all in it. We are proud to be at the heart of our local communities.

Holistic Lifelong Learning

We promote the personal development of every child and a love of lifelong learning for our students and staff.

Excellence

We provide a high-quality education to enable all students and staff to aspire, thrive and succeed.

Organisation - How we work:

All our schools are successful. Of course, we recognise that we need to continually improve and evolve. The priority is to enable every school to continue to provide an excellent education for all our students while protecting their role at the heart of the community, along with our unique qualities and strengths.

There is a balance as to the responsibilities delegated to schools and those that are the responsibility of SAST. The focus is to continually evaluate, improve and develop through strong, effective and accountable leadership at all levels. The aim is to establish clear, simple and effective accountability including slim and streamlined governance.

Partnerships:

Partnership and collaboration is a core feature of all our schools – a genuine desire to be outward-facing, to use the best ideas from across the world. The schools have always worked closely together across Dorset and Somerset.

SAST Benefits:

As part of SAST, we can offer you a range of benefits including:

- High- quality CPD opportunities
- A strong and highly experienced network of Trust senior leaders
- Access to the Local Government Pension Scheme
- Employee Assistance Programme
- On-site nursery provision at some of our schools
- Cycle to work scheme

