



FURTHER PARTICULARS FOR THE POST OF  
**TMP Teacher Assistant**

**The Skipton Academy**  
**TMP Teaching Assistant**  
**Targeted Mainstream Provision (TMP) - Communication and Interaction (including ASC)**  
**Actual annual salary: £21,771.98 - Salary Scale Point 7 (range 7-11)**  
**Working hours are Monday-Thursday: 8.15-4.15 and Friday: 8.15-3.45 plus,**  
**a 30-minute unpaid lunchbreak each day.**  
**Term time only plus 3 additional days**

Thank you for requesting details for the post of Teaching Assistant in our 8 place Targeted Mainstream Provision for students with Communication and Interaction difficulties. This is an exciting opportunity for a knowledgeable and passionate teaching assistant who has experience of working with young people with additional needs and who is looking for a new, rewarding challenge. The successful candidate will have the opportunity to work alongside the academy staff to develop this exciting new TMP, established in collaboration with the local authority and in response to the growing demand for resourced provision for Communication and Interaction within the Craven area.

We are looking to appoint a teaching assistant who has experience of working with students with Communication and Interaction difficulties, particularly within the area of Autism, to work in this new provision in our academy. This is an exciting time as the academy continues to strengthen and develop its positive reputation for supporting young people with SEND in the local community. As such, this is an excellent opportunity to be a key member of the team in developing and implementing the provision and relevant strategies to support some of our most vulnerable students.

The successful candidate will work as directed to meet the educational needs of students and support them in all areas of school life, where necessary. They will encourage students to become independent learners and at all times respect confidentiality of information relating to the school and its students.

The Skipton Academy is a comprehensive school with the community at the heart of its vision. Our school ethos of 'Belong Challenge Inspire' encapsulates our inclusive approach to working with the young people in our care and the opening of our new TMP is testimony to our ongoing drive to offer young people in our local community the opportunity to thrive and achieve success in our setting. We recognise the importance of recognising each student as an individual and giving them every opportunity to achieve positive outcomes in their school life, both academically and beyond.

**We are looking for a positive, committed and highly-skilled individual to:**

- Work as directed in supporting and enabling students with Communication and Interaction needs to access the curriculum
- Work in partnership with the teacher in the classroom to ensure students are able to achieve their personal best
- Lead interventions for small groups of pupils
- Promote students' independence, self-esteem and social inclusion
- Monitor student progress and report back to the TMP leader
- Support and champion the work of the TMP and inclusion across the school

**In return for your commitment we can offer:**

- the opportunity to make a real difference students with 'highly positive attitudes to learning'
- personalised CPD with a strong commitment to professional growth and developing individual career paths
- a very calm and orderly school with high expectations and an ethos of trust and care
- a committed and established staff and a supportive leadership team, parents and Governors
- a location on the edge of the beautiful Yorkshire Dales

If you are inspired by this post and the opportunity to work in a setting where we continuously strive to ensure that our students feel they belong, they are challenged and they are inspired to achieve their best, then we would be delighted to hear from you.

## **How to Apply**

As part of your online application in the Personal Statement section (no more than two sides of A4) please explain:

- The experiences, qualities and skills you have that make you suitable for the post, with specific examples of the impact you have had in your current role.

Closing date for applications is **9am, Monday 17 March 2025**

Provisional Interview date is **Thursday 20 March 2025 (afternoon)**

**We reserve the right to close this vacancy early if we receive sufficient applications for the role. Therefore, if you are interested, please submit your application as early as possible.**

If you do not receive an invite to interview by Tuesday, 18 March 2025, we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.

Richard McManus  
Principal.

*The Skipton Academy is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond school. The school adheres to statutory guidelines in respect to safe recruitment. All persons employed by the school, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the school have their eligibility to teach checked with the DfE.*

**PRIME OBJECTIVES OF THE POST:**

To work as directed in meeting the additional educational needs of students and support them in all areas of school life, where necessary. The post holder will report progress of students' performance to the TMP Leader and will carry out other duties as required. In addition, they will encourage students to become independent learners and at all times respect confidentiality of information relating to the Academy Trust and its students.

## **RESPONSIBLE TO THE TMP LEADER, THE POST HOLDER WILL:**

### **Key Accountabilities**

1. To work in partnership with the TMP Leader and other class teachers to enable students to access the curriculum, while also promoting their independence, self-esteem and social inclusion.
2. To champion and be an advocate for students within the TMP with peers, staff, students and the community.
3. To promote a positive learning environment in a range of classroom settings and encourage students to achieve their personal best.
4. To be a role model for our students and be sensitive and responsive to students' needs.
5. To use behaviour management strategies effectively and communicate with the TMP manager any concerns about a student's learning.
6. To be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop by employing strategies to recognise and reward achievement of self-reliance and self-regulation.
7. To develop, prepare and adapt resources for learning activities in accordance with lesson plans and in response to student need.
8. To assess students' responses to learning tasks and where appropriate, modify methods to meet individual and/or group needs.
9. Contribute to the planning of opportunities for students to learn in out-of-school contexts in line with the school's policies and procedures.
10. To take part in school activities and events as required, accompanying and supporting students on outings from school as necessary
11. Within an agreed system of supervision and within a pre-determined lesson framework, teach whole groups.
12. To be responsible, when appropriate, for the mobility, medical and hygiene needs of the students within established policies and practices.
13. To monitor students' participation and progress and provide constructive feedback to students and their teachers in relation to their progress and achievement.
14. To assist in maintaining and analysing records of pupils' progress.
15. To foster and maintain constructive and supportive relationships with parents/carers, exchanging appropriate information, facilitating their support for their child's attendance, access and learning, and supporting home to school and community links.
16. To support students to manage transitions in their lives.
17. To support students in the use of technology in the class to enable and facilitate access to the curriculum.
18. To attend departmental meetings.
19. To carry out administrative support as required.
20. To provide support to students during times of crisis, including physical intervention if needed.

- 21. To regularly update yourself with students' needs.
- 22. To provide 1:1 and small group support for identified students

**Responsibilities**

- 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 equal opportunities for all
- 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, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

**General Accountabilities**

- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

**VARIATION IN ROLE**

Given the dynamic nature of the role and structure of TSA as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

**Recruitment and Selection Policy Statement**

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles. this post is subject to the satisfactory completion of a six month probationary period.

**Agreed by**

**Post Holder:**

**Print name**..... **Signature**..... **Line**

**Manager:**

**Print Name** ..... **Signature**.....

**Date:** .....

**SPECIFICATION**  
**TMP Teaching Assistant**

| <b>Qualifications</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
|---|---|--|
| → GCSE grade C or equivalent in English, Maths & Science  | E                                       | Application form and selection process |
| → An understanding of child protection, health, safety and security   | D                                       |  |
| → NVQ Level 3 or equivalent in SEND, Child Care, Health or Youth Work   | D                                       |  |
| → Any additional qualification relating to children with special educational needs                                  | D                                       |  |
| → First Aid qualification or willingness to undertake First Aid at Work qualification                               | E                                       |  |
| <b>Experience</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| → Some experience of secondary school-age children and those with Communication and Interaction difficulties/ASC    | E                                       | Application form and selection process |
| → Understanding of how best to meet needs of students with Communication and Interaction needs                      | E                                       |  |
| → Successful experience of motivating, coaching and encouraging students to achieve                                 | E                                       |  |
| → Aware of requirements under Health & Safety regulations   | D                                       |  |
| → Knowledge of First Aid procedures   | D                                       |  |
| → Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies | E                                       |  |
| → Experience of working in a high-pressured environment   | E                                       |  |
| → Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks       | E                                       |  |
| → Defusing difficult situations in a calm manner  | D                                       |  |
| → Presenting yourself effectively   | E                                       |  |
| → ICT competence or ECDL level or equivalent  | D                                       |  |
| → Experience of working in a school-based environment   | D                                       |  |
| → Experience of e-learning including mobile technologies  | D                                       |  |
| <b>Training</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> |  |
| → Willingness to participate in CPD   | E                                       | Application and selection process      |
| → Evidence of relevant CPD  | E                                       |  |
| <b>Skills</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| → Able to understand and carry out instructions   | E                                       |  |

|  |   |  |
|--|---|--|
| → Able to think logically and calmly when under pressure.  | E                                       | Application form and selection process |
| → Able to keep accurate & appropriate records  | E                                       |  |
| → Able to use initiative within school policies and practices  | E                                       |  |
| → Good standard of written and spoken English  | E                                       |  |
| → Proven ability to use ICT in the organisation and management of their role   | E                                       |  |
| → Good numeracy skills   | E                                       |  |
| → Able to act in an understanding and patient manner whilst remaining firm and fair  | E                                       |  |
| → Able to take initiative and to work independently  | E                                       |  |
| → Good interpersonal skills and confident communicator   | E                                       |  |
| → Good problem solver  | E                                       |  |
| → Understand and manipulate numerical & statistical data   | E                                       |  |
| → Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour  | E                                       |  |
| → Development planning, monitoring and evaluation  | D                                       |  |
| <b>Professional Qualities</b>  | <b>Essential/<br/>Desirable<br/>E/D</b> |  |
| → Abide by the school's policies   | E                                       | Application form and selection process |
| → 'Can do' attitude  | E                                       |  |
| → Team work/collaboration  | E                                       |  |
| → Emotional intelligence   | E                                       |  |
| → Professional appearance  | E                                       |  |
| → Sense of humour and perspective  | E                                       |  |
| <b>Equal Opportunities</b>   | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| → Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | E                                       | Selection process                      |
| → Commitment to equal opportunities policies relating to gender, race and disability in an educational context   | E                                       |  |
| <b>Circumstances - Personal</b>  | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>                  |
| → Will not require holiday leave during term time.   | E                                       |  |

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|--|---|--|
| → Must be legally entitled to work in the UK (Asylum and Immigration Act 1996).  | E                                       | Selection process and completion of an Enhanced DBS disclosure |
| → No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | E                                       |  |
| → If driving is a feature of this post – must be licensed and appropriately insured (e.g. business use).   | E                                       |  |
| <b>Safeguarding</b>  | <b>Essential/<br/>Desirable<br/>E/D</b> | <b>How Identified</b>  |
| → Has appropriate motivation to work with children and young people, and can relate to them  | E                                       | Completion of an Enhanced DBS disclosure                       |
| → Ability to maintain appropriate relationships and personal boundaries with children and young people   | E                                       |  |
| → Displays commitment to the protection and safeguarding of children and young people  | E                                       |  |
| → Has up to date knowledge of relevant legislation and guidance in relation to working with young people   | E                                       |  |

