Job Description
Teaching Assistant

Post Title:	Teaching Assistant
Base:	Woldgate School & Sixth Form College
Salary:	NJC SCP 6, £26,847 (this will be pro-rata for part time term and time only working)
Line Management:	SENCO, Senior Lead Teaching Assistant, Head of Inclusion and Headteacher
Contract:	32.5 Hours per week – Term time only, permanent, Mon-Fri

Core Purpose:

- To provide support for pupils, the teacher and the school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.

Duties & Responsibilities:

- To safeguard our children, to ensure their safety and wellbeing.
- To work with individual pupils and groups, under the direction of the class teacher, introducing tasks, monitoring children's work and using a range of strategies to support their learning.
- To help pupils to access the full curriculum, at the same time promoting independent learning.
- To observe pupils' performance, and using the systems in place in the school/class, provide the teacher with feedback on pupil progress and help to maintain individual and group records.
- To contribute to the planning and evaluation of learning activities for individuals and groups, liaising with and maintaining effective working relationships with colleagues.
- To help prepare and maintain a purposeful, orderly and supportive environment for learning.
- To provide care with regard to the health and medical needs of pupils.
- To draw on specialist skills and knowledge to respond effectively to pupils with special educational needs.
- To support the Senior Lead Teaching Assistant, SENCO and Head of Inclusion in their daily duties.
- To contribute to ensuring the Learning Support Centre and Library, is a warm welcoming environment with vibrant displays.

Other duties and responsibilities

- To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the teacher/tutor.
- To support the organisation of the learning environment, including the production, maintenance and storage of resources.
- To meet regularly with the teacher/tutor and Head of Inclusion/SENCO during contracted hours to discuss pupils' progress and to plan and review support.
- To attend formal meetings during contracted hours to discuss pupils' progress with parents and other professionals as part of the relevant staff group
- To support the school's aims and ethos.
- To be familiar with, actively support and comply with all the school policies and procedures.

- To undertake supervision of playground activities as directed by the Senior Midday Supervisor.
- To undertake care tasks related to pupils' health and medical needs in accordance with guidance and procedures.
- To accompany pupils' and teachers on educational visits and trips during contracted hours.
- Develop specialist knowledge and skills in key areas identified by the Headteacher, SENCO, Head of Inclusion and Senior Lead Teaching Assistant.
- Ensure that specialist skills are used effectively to promote learning so that pupils achieve as much as they can.
- To provide targeted support to individuals and groups, as directed by the SENCO, Head of Inclusion and Senior Lead Teaching Assistant.
- To contribute to the planning for teaching and learning.
- To share skills with less-experienced colleagues and Apprentice Teaching Assistants, modelling good practice and providing simple demonstrations.

Any other duties commensurate with the general level of responsibility of the post that the Headteacher may from time to time ask the post-holder to perform.

The school operates a safe recruitment process and appointment to the post will be subject to suitable references and an enhanced Disbarring and Barring Service check. The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications and Experience			
Level 3 Teaching Assistant qualification or recent equivalent experience	X		A/C
Experience of working in schools	X		A/I
Experience of using Arbor (training available if required)		X	
The equivalent of 5 or more GCSEs (including English and maths)		X	
Professional knowledge and understanding, skills and attributes			
The ability to achieve challenging professional targets/objectives	X		A/I
The ability to develop and implement policy and practice which reflects the school's commitment to high achievement		X	A/I
The ability to set standards and provide a role model for students	X		A/I
To be able to judge when to make a decision, when to consult and when to defer to a senior member of staff	X		A/I
The ability to promote the ethos aims and objectives of the school to the wider community	X		A/I
The ability to prioritise own time, work under pressure and to meet workload demands with a sense of balance and perspective	X		A/I
Awareness of how pupils learn and the various factors which affect learning	X		

Personal skills/attributes			
A willingness to undertake training to develop expertise and specialist skills	X		A/I
The ability to accept guidance and direction from teachers and be able to distinguish between the roles and responsibilities of the teaching assistant and the teacher	X		A/I/R
An understanding of and commitment to inclusive learning.	X		A/I
A sympathetic approach to parents and an understanding of the need for confidentiality	X		A/I
Energy, determination and perseverance	X		A/I/R
Reliability and integrity	X		A/I/R
Energy, determination and perseverance	X		A/I/R
Self confidence	X		A/I
The ability to adapt to differing environment within the school and to the needs of different children	X		A/I
A commitment to equal opportunities	X		A/I
A commitment to safeguarding and promoting the welfare of children and young people	X		A/I

A= Application; C = Certificate; R = Reference; I = Interview

As this is a new role it will be regularly reviewed and amended as required, in consultation with the postholder.

Note - This person specification is not necessarily a comprehensive definition of the post. It will be during the first year and will be subject to modification and amendment after consultation with the post-holder.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts

Child Protection Policy

Woldgate School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by the Area Child Protection Committee and take account of guidance issued by the Department for Education and Skills to:

- Ensure we have a designated senior person for child protection who has received appropriate training and support for this role.
- Ensure we have a nominated governor responsible for child protection.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos, which promotes a positive, supportive, and secure environment and gives pupils a sense of being valued.
- The school behaviour policy, which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, Education Welfare Service and Educational Psychology Service.
- Ensuring that, when a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed.

How to Find Us

Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York. YO42 2LZ Tel: 01759 302395



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton
1. Take the right-hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout, past the Rugby field on your right.
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63
1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough
1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station.
5. Take the first exit from the roundabout.
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York
1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield
1. Bypass Driffield along North and West side

2. Leave bypass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.