

Advert

Teaching Assistants for New Key Stage 4 Provision

Required for The Satellite Provision – part of The Bridge MAT

The Satellite secondary school will be opening Key Stage 4 Autism provision in September 2023. This is an exciting opportunity for TAs to join our team as our school expands.

We are a fun and innovative specialist school based in Islington and we are looking TAs for our secondary school who are:

- Able to support students accessing GCSEs, BTECs and Functional Skills
- Positive and creative, with a flexible approach to supporting students to learn
- Able to use their initiative and differentiate learning where needed
- Able to respond to behaviour with resilience using a sensitive and positive approach

Start Date: September 2023.

Closing date: Friday 21st April at 12 Noon.

Interviews: w/c Tuesday 2nd May 2023

Salary Grade: Permanent Contract, NJC Scale 3 - 4 (Point 5 - 11)

Actual Starting Salary: £20,990.30 per annum pro rata

Monday – Friday / 32.5 Hours per week (TTO)

You will be required to work until 4:30pm on set days in order to undertake training

Our story:

The Satellite School opened its Primary school in September 2017 and its Secondary school in 2018 for Key Stage 3. The school consists of two bases, a primary and a secondary, both of which are co-located with mainstream partner schools. The secondary school renovation was completed in 2023, providing a wonderful, calm learning environment.

We are a school for students with autism and follow key areas of the National Curriculum alongside a core Satellite curriculum tailored to the needs of our students. We use a positive behaviour approach which supports our students to develop the skills to become safe, independent and resilient young people.

In return, we can offer you:

- Excellent professional development opportunities linked with The Bridge MAT family of schools
- A chance to help define the school and progress your career
- Small class sizes with specialist teaching assistant support
- SEND training including ASC and ADHD
- A supportive community and a committed team of staff that are equally determined to give students the best possible opportunities
- Schools UK, Schrodgers, Dell Advantage, Salary extras bike scheme

Find out more:

To view the job description, person specification and to apply for these posts, please visit the vacancies page on our school website. <http://www.thebridgelondon.co.uk/contact-us/vacancies>

Please return your completed application form together with equal opportunities form to:
recruitment@thebridgetrust.academy

Please note CVs will **not** be accepted.

Applications will be considered on receipt – don't wait until the deadline!

Job Description

Purpose of the post

To complement the professional work of teachers by supporting learning activities, in line with The Bridge School policies and guidance. This may involve supporting learning activities for individuals/ groups or for whole classes. It will involve supporting assessment, recording and reporting on achievement, behaviour for learning, progress and development.

Main responsibilities

Support for Learning

- Organise and manage appropriate learning environments and resources
- Within an agreed system of supervision plan challenging teaching and learning activities for individuals, groups or the whole class, with the oversight of a teacher
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against defined learning intentions
- Record learning using a range of mechanisms
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Work within The Bridge Satellite's behaviour policy to anticipate and manage behaviour positively, promoting self-control and independence
- Escort and supervise pupils on planned educational visits and journeys
- To provide for the management and care of pupils' personal needs, e.g. toileting, changing, dressing, managing and implementing specific eating and drinking programmes.
- Promote the inclusion and acceptance of all learners within the classroom
- Encourage learners to interact and work co-operatively with others and engage all learners in activities
- Promote independence and employ strategies to recognise and reward achievement and self-reliance
- Provide feedback to learners in relation to progress and achievement
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on learner progress/ achievement etc.
- Work collaboratively with professionals from other agencies to support pupil's learning
- Support or deliver learning activities, within an agreed system of supervision, adjusting activities according to pupil responses/ needs
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds
- To run safeguarding cases as agreed with the DSL.
- To report trends and data patterns to SLT

School Level Responsibilities

- Supervise pupils during break times (including before and after the pupils' normal school day) and to plan and organise play and club activities as appropriate
- Take part in Performance Management to identify and agree development and training needs
- Within your contracted hour and as identified in Performance Management processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training. Training may be provided in or out of school.
- Within contracted hours, attend staff meetings as required
- Respect the confidentiality of pupil information and respond sensitively to pupils' needs
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting 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 organisation
- Establish constructive relationships and communicate with other agencies / professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To take reasonable care for own health and safety and any other person(s) who may be affected by acts or omissions at work, in accordance with Health & Safety legislation
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with reference to child protection policy, touch policy, positive behaviour policy, positive handling policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty
- You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the Local Authority Policy
- Undertake any other reasonable duties from time to time as may be directed by the Head teacher or his / her nominee.

Person Specification

Criteria which will be used in shortlisting and selecting candidates

	Teaching Assistant Scale 3	Teaching Assistant Scale 4
Experience	<p>Experience of working with children of relevant age in a learning environment</p> <p>Experience of working with children with special educational needs</p>	<p>Significant experience of working with children of relevant age in a learning environment</p> <p>Significant experience of working with children with special educational needs</p>
Qualifications/ Training	<p>Evidence of qualifications at or equivalent to L2 English and Maths</p>	<p>Evidence of qualifications at or equivalent to L2 English and Maths</p> <p>Attended relevant courses</p>
Knowledge/ Skills	<p>Can use ICT effectively to support learning</p> <p>Proven ability to communicate effectively both verbally and in writing.</p> <p>Good organisational skills including the ability to set and manage priorities</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>	<p>Can use ICT effectively to support learning</p> <p>Proven ability to communicate effectively both verbally and in writing.</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p> <p>Working knowledge and experience of implementing a curriculum</p> <p>Good understanding of child development and learning processes</p> <p>Good organisational skills including the ability to set and manage priorities</p> <p>Ability to support colleagues</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>
Continuing Professional Development		<p>Willingness to undertake additional training / staff development as appropriate</p>