|  |
| --- |
|  |
|  |
| **Classroom Teaching Assistant** |
| Recruitment Pack  March 2017 |

|  |  |
| --- | --- |
| Part of the Aspire Learning Partnership |  |

|  |
| --- |
| WELCOME MESSAGE |
| Dear Applicant  May I take this opportunity to thank you for expressing an interest in applying for a position at South Bank Primary School.  Our school is at an exciting phase of development. The school has been temporarily housed in challenging accommodation and is due to move back to our state of the art brand new building in September 2017. Additionally, in 2014, we formed a trust of eight schools – The Aspire Learning Partnership (ALP). We aim to continue to develop as a school within the trust, whilst making the most of our new facilities, providing our pupils with the aspiration to achieve their full potential.  You will be joining an outstanding team, who are driven to ensure that our pupils achieve the highest possible standards and foster a love of learning.  As a school, we all work together to ensure it is a happy and thriving place for all. We place great value on collaboration and being open to development is essential. If you want to be the best you can be, we encourage you to apply.  The school is committed to safeguarding and promoting the welfare of children and families. Safer recruitment practices will be undertaken before any appointment is confirmed, please refer to the enclosed information.  During the application/selection process if you require special arrangements at any of the recruitment stages, please don’t hesitate to contact the school.  Please ensure that you read all the instructions for applying very carefully and complete the application form in full. Please do not attach any supplementary documents, as the application form is the only document we consider.  If this opportunity sounds like a place you would like to make a difference, I look forward to your application.  Regards,  Mrs H. Hall  Headteacher |
| ADVERT |
| |  |  | | --- | --- | | **POST:** KS2 Teaching Assistant | Advert Date: 14.3.17 | | **Salary:** Level 4**,** E 24 - 26 | Closing Date: 28.3.17, 12 noon | | **Contract:** 37 hr/week,Permanent 39 weeks | Short Listing Date: 28.3.17 | | **Required for -** September 2017 | Interview Date: 5.4.17 |   *Are you committed to making a real difference to the lives of the children at SBPS?*  *Are you ready for a new challenge? If so, we need you!*  We are seeking to appoint a highly motivated, caring HLTA - who will make learning fun and always put children first. As an outstanding practitioner with high expectations, we are excited to employ someone, who has the vision and drive, to make a significant impact and is committed to making a real difference to the lives of the children in our school.  The successful candidate will be a member of the KS2 teaching team and also the team leader of the other teaching assistants in the team. The post will be based within upper KS2 and will be linked to a specific class. This an exciting opportunity to join a teaching team undergoing big changes as we will be moving into a brand new building in September 2017.  The successful candidate will:   * Have extensive experience of supporting staff and children to ensure teaching and learning is the key priority and that accelerated progress is made so that our children reach national expectations. * Actively engage parents and carers in their child’s education and seek opportunities to break down the children’s barriers to learning. * Be a creative, driven and flexible individual with accredited HLTA status, who is committed to ensuring children achieve their potential. * Work alongside the class teacher to deliver teaching and learning initiatives that deliver highly personalised learning. * Have excellent subject knowledge and be able to communicate this to children so that they are able to understand and learn. * Be resourceful, adaptable, resilient and an excellent communicator that is a highly motivated individual with a commitment to securing the best outcomes possible for our children * Be prepared to go the extra mile for our children and families * Make a significant contribution to the wider work of the school   What we can offer:   * + Enthusiastic, friendly and well-behaved children   + Hard-working, dedicated colleagues   + The opportunity to work as part of an ambitious and forward-thinking teaching team   + Support for your future through quality professional development opportunities in collaboration with other schools in the Aspire Learning Partnership   + Supportive governors.   Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification. Visits to the school prior to application are welcome and strongly recommended. Please call the school to book an appropriate time on 01642 453451.  Our school is committed to the safeguarding and welfare of all pupils and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to an Enhanced DBS Disclosure check and completion of the disqualification by association declaration from. |
| JOB DSCRIPTION |
| |  |  | | --- | --- | | **Post Title:** | Teaching Assistant | | **Job Purpose:** | Under an agreed system of supervision: take a lead role within the school to address the needs of pupils who need particular help to overcome barriers to learning | |
| RESPONSIBILITIES |
| Support for Pupils   * Take a lead role in managing and delivering pastoral support to pupils * Manage the supervision of pupils excluded from, or otherwise not working to, a normal timetable * Attend to pupils’ personal needs and provide advice to assist in their social, health & hygiene development * Undertake comprehensive assessments of pupils to determine those in need of particular help * Assist the teacher with the development and implementation of Individual Education/Behaviour/Support/Mentoring plans * Take a lead role in the provision of support for pupils with special needs * Establish productive working relationships with pupils, acting as a role model * Arrange and develop 1:1 mentoring arrangements with pupils and provide support for distressed pupils * Take a lead role in managing the speedy/effective transfer of pupils across phases/integration of those who have been absent * Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance * Challenge and motivate pupils, promote and reinforce self-esteem and resilience * Provide feedback to pupils in relation to progress, achievement, behaviour, attendance etc   Support for the Teacher   * Manage liaison with feeder schools and other relevant bodies to gather pupil information * Support pupils’ access for learning using appropriate strategies, resources etc * Work with other staff in planning, evaluating and adjusting learning activities as appropriate * Monitor and evaluate pupils’ responses and progress against action plans through observation and planned recording * Provide objective and accurate feedback and reports as required, to other staff on pupils achievement, progress and other matters, ensuring the availability of appropriate evidence * Manage record keeping systems and processes * Take lead role in the development and implementation of appropriate behaviour management strategies * Establish constructive relationships with parents/carers. Exchanging information, facilitating their support for their child’s attendance, access and learning and supporting home to school and community links * Take lead role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. * Administrative support e.g. dealing with correspondence, compilation/analysis/reporting on attendance, exclusions etc., making phone calls etc.   Support for the Curriculum   * Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs * Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for pupils to broaden and enrich their learning * Determine the need for, prepare and use specialist equipment, plans and resources to support pupils   Support for the School   * Comply with and assist with the development of 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 * Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils * Attend and participate in regular meetings * Participate in training and other learning activities as required * Recognise own strengths and areas of expertise and use these to advise and support others * Be responsible for the provision of out of school learning activities within guidelines established by the school * Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class * Show a duty of care and take appropriate action to comply with health and safety requirements at all time * Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.  LINE MANAGEMENT RESPONSIBILITIES  * Manage other teaching assistants * Liaise between managers/teaching staff and teaching assistants * Hold regular team meetings with manage staff * Represent teaching assistants at teaching staff/management/other appropriate meetings * Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants  |  |  | | --- | --- | | **Experience** | * Experience working with children of relevant age * Experience of working with pupils with additional needs, including social emotional and mental health * Mentor | | **Qualifications** | * Meet Higher Level Teaching Assistant standards or equivalent qualification or experience (accredited) * Excellent numeracy/literacy skills – equivalent to NVQ Level 2 in English and Maths | | **Knowledge/Skills** | * Full working knowledge of relevant policies/codes of practice/legislation * Working knowledge of national curriculum and other relevant learning programmes * Understanding of principles of child development and learning processes and in particular, barriers to learning * Ability to plan effective actions for pupils at risk of underachieving * Understand range of support services/providers * Ability to self-evaluate learning needs and actively seek learning opportunities; * Ability to relate well to children and adults * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these | |
|  |

|  |  |
| --- | --- |
| **PERSONAL SPECIFICATION** | |
| Please be aware that applications are assessed against the following criteria in the first instance.   * + - 1. Overall presentation       2. Use of standard English       3. Grammatical accuracy   **If an applicant does not meet the expected standard, it will be discarded before being matched to the personal specification.** | |
|  |  |
| ***Essential Attributes*** | ***Desirable Attributes*** |
| **Qualifications** | |
| * NVQ level 3 or equivalent * HLTA Status (accredited) * Very good Literacy & Numeracy skills * Training in the relevant strategies suitable to post eg: literacy and numeracy interventions, ICT * Team Teach - current | * Appropriate first aid training * Current clean driving licence with business insurance * Qualified Mentor * Minibus licence |
| **Experience** | |
| * Minimum 5 years experience of supporting teaching and learning in Upper Key Stage Two and experience in lower KS2 * In depth knowledge and experience of supporting & delivering Literacy & Numeracy key skills, reading comprehension and SPAG to upper KS2 * Experience of delivering, and personalising, Literacy and Numeracy interventions; providing evidence to show accelerated progress as a result of this support * Able to support all groups of children, including those working at greater depth * Experience of working with pupils with additional needs – learning, emotional, social and behavioural so they overcome barriers to learning. Proven mentoring skills to support. * Demonstration of high expectations of pupils’ achievements and behaviour. * A good knowledge and understanding of the curriculum & assessment framework * Able to take on a cover supervisors role as required * An awareness of Safeguarding and Child Protection issues * Proven successful behaviour management strategies, including the more challenging, and application of Team Teach. * Supporting children through SATs and transition work * Act as team leader to other TA’s, contribute to the smooth running of the school and support the professional development of other TA’s * Undertake appraisal, training, mentoring and induction of other TA’s | * Experience of working in KS1 and/or secondary * Evidence of relevant & ongoing Professional Development. * Knowledge and understanding of supporting the successful integration of children from different backgrounds * MFL - French |
| **Training** | |
| * Well informed about current developments in education and in raising standards * Commitment to further training to improve teaching and learning and personal skills * Good knowledge and understanding of the SEN code of practice and supporting those working at greater depth. | * ICT skills suitable for current curriculum, including programming |
| **Personal** | |
| * Able to work flexible hours and under pressure * A calm and caring nature in dealing with the challenges of the role * An ability to communicate effectively with parents/carers, staff and other professionals. Good inter personal skills. * Good at taking initiative and lead by example to support others * Able to set & sustain high standards in all areas * A willingness & ability to support, and lead on when required, the wider life of the school community. * Commitment to the spiritual, moral, social and cultural development of pupils. * Commitment to maintain values and ethos that nurture and safeguard children. * A commitment to participate fully, and lead, in the appraisal cycle. * Energy, enthusiasm and a good sense of humour | |
| **Professional Skills, Knowledge & Understanding** | |
| * Good verbal and written communication skills. * Able to work as an effective member of a team or under own initiative. * Proven ability to monitor, evaluate and develop assessment strategies, set targets and provide appropriate feedback to progress learning. * Skills in using supporting & implementing assessment strategies to inform judgements and apply information to next steps * Demonstrate effective use of ICT in T & L. * Ability to self evaluate learning needs and actively seek learning opportunities * Understanding of principles of child development and learning processes and in particular, barriers to learning * An ability to understand and interpret an appropriate range of data. * Knowledge of School Improvement requirements and the Inspection Framework. * Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Experience of supporting transition between key stages | * Knowledge of a wide range of SEN, including ASD, ADHD, MLD, SP&L, Dyslexia, Dyscalculia |

|  |
| --- |
| **SAFER RECRUITMENT** |
| The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.  The school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds and different skills and attributes. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.  All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind- overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.  **Applications**  South Bank PrimarySchool uses Redcar and Cleveland Council's Application Form for all advertised jobs.  The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.  Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in possible referral to other professional regulatory bodies where appropriate.  **References**   * A minimum of two references will be sought, one of which must be from current or most recent employer. * References for shortlisted candidates will be sent for immediately after shortlisting. * The school has a standard template which is used for all references. * The School does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.   **A standard template will be used for both requesting and providing references. This has been checked and verified by Human Resources.**  Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.  Reference requests will specifically ask:   * About the referee’s relationship with the candidate. * Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.   Referees will also be asked to confirm details of:   * The applicant’s current post, salary and attendance record. * Performance history and conduct. * Any disciplinary procedures in which the sanction is current * Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.   References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.  Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.  **Self-declaration of convictions by job applicants**  The school’s policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether “spent” or “unspent” and include any cautions, reprimands or warnings and pending prosecution.  The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures. |
| SHORTLISTING |
| Before the closing date, a panel will be created that may include at least one governor where appropriate. After the closing date, the panel will match your skills/experience against the person specification.  **Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.** |
| INTERVIEW |
| The shortlisting panel will then conduct the arranged interviews. This will always be a face-to-face professional interview.  The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate’s suitability for the post, the panel should explore:   * the interviewees attitude towards children and young people * the interviewees willingness and ability to support the School’s commitment to safeguarding and promoting the safety and welfare of children and young people * any unexplained gaps in the candidates employment history * any other concerns or discrepancies arising directly from the interview   The panel will then score the applicants on the interview activities. A decision will then be made with regard to the appointment(s).  If you are selected for interview, you must bring the following documents.    **PROOF OF IDENTIFICATION**  **All candidates must present current and original photographic identification and proof of address.**  The successful candidate will need to provide either of the following document combinations to complete the appropriate checks:   * **Two** forms of photographic personal identification (List A) and one document confirming your address (List B); **or** * **One** form of photographic personal identification (List A) and two documents confirming your address (List B); **and** * Proof of Relevant Qualifications/Membership and QTS/QTLS status if teaching post   *Please note:* Where there are different names across documents, please ensure you provide supporting documents such as, marriage certificate, divorce decree, deed poll.  **Where candidates are genuinely unable to provide any acceptable photographic personal identification, then you must provide each of the following:**   * **Two** forms of non-photographic personal identification (List C) - **one of which must be a full Birth Certificate; and** * **Two** documents confirming their address (List B); **and** * A passport-sized photograph   List A - Acceptable photographic personal identification documents   * Passport (any nationality) * Current driving licence photocard (full or provisional) (UK, Isle of Man, Channel Islands and EU) * Current Biometric residence permit (UK)   List B - Acceptable confirmation of address documents   * Utility bill (UK) (gas, water, electricity, not mobile phone)\* More than one utility bill may be accepted if they are from different suppliers * Local authority tax bill (i.e. council tax)\*\* * Current driving licence photocard (full or provisional) If not already presented as a personal ID document above * Most recent tax notification from HM Revenue & Customs (i.e. tax assessment, statement of account, notice of coding)\* a P45/P60 is not acceptable * Financial statement (e.g. bank, building society, credit card & pension) containing current address\* * Mortgage statement from a recognised lender\*\* * Benefit statement, book or card; or original notification letter from Department of Work and Pensions (DWP) (e.g. child allowance, pension)\*   List C Acceptable non-photographic personal identification documents   * Full Birth Certificate (UK, Isle of Man and Channel Islands) including the name(s) of at least one of the candidates parents * Current driving licence – paper version (if issued before 1998) * Adoption certificate (UK and Channel Islands) * Marriage/civil partnership certificate (UK and Channel Islands) * Divorce/annulment or civil partnership dissolution papers (UK) * Deed poll certificate * Benefit statement, book or card, or original notification letter from the Department of Work and Pensions (DWP) (e.g. child allowance, pension)\* * Most recent tax notification from HM Revenue and Customs (i.e. tax assessment, statement of account, notice of coding) * P45 / P60 statement\*\* * HM Forces ID card (UK)   \*Documents must be dated within the last 3 months and contain the name and address of the applicant.  \*\*Documents must be dated within the last 12 months.  **PROOF OF RELEVANT QUALIFICATIONS**  Candidates will need to provide proof of qualifications and/or membership, which are a specified requirement or are relevant to the position being applied for.  For teaching posts, proof of Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status **together with** IfL/SET Membership will need to be evidenced.  **RIGHT TO WORK IN THE UK**  Document checks must be carried out on all potential employees to ensure they have the right to work in the UK **prior to starting work. You must only provide original documents.**  Acceptable documents/document combinations include:   * Passport (any nationality) * A current Immigration Status Document issued by the Home Office to the holder with an endorsement indicating that the named person is allowed to stay indefinitely in the UK or has no time limit on their stay in the UK, together with an official document giving the person’s permanent National Insurance number and their name issued by a Government agency or a previous employer. * A current Biometric Immigration Document (Biometric Residence Permit) issued by the Home Office to the holder indicating that the person named is allowed to stay indefinitely in the UK, or has no time limit on their stay in the UK. * A Registration Certificate or Residence Card issued by the Home Office. * A full birth or adoption certificate issued in the UK, Channel Islands, Isle of Man or Ireland which includes the name(s) of at least one of the holder’s parents or adoptive parents, together with an official document giving the person’s permanent National Insurance number and their name issued by a Government agency or a previous employer.   **Any documents issued by the Home Office (UK Visas and Immigration) must be valid and must evidence your right to remain and work in the UK.**  If you are unsure or unable to provide any of the acceptable documents listed above, please contact the school for further advice. |
| SAFEGUARDING |
| Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.  'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.' Working Together to Safeguard Children DfE 2015  South Bank Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2015' and 'Keeping Children Safe in Education, September 2016'.  The school's Child Protection Policy applies to all adults, including volunteers.  Our Child Protection Policy has been written to ensure that all staff are fully informed about their responsibilities in relation to Child Protection, are aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff. |