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| **Early Years Teaching Assistant HLTA** |
| Recruitment Pack  February 2019 |

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| WELCOME MESSAGE |
| Dear Applicant,  Thank you for your interest in applying for our vacancy for an Early Years Higher Level Teaching Assistant.  This is an exciting opportunity to join our supportive and professional team of staff at a very exciting stage in the school’s development.  We encourage candidates to visit to find out more about the school before applying. Visits can be arranged on any of the following dates – please contact the school office on 01642 453451 to book an appointment:   * Monday 11th February at 4.00pm * Wednesday 13th February at 4.00pm * Thursday 14th February at 4.00pm   More information can also be found on our website [www.southbankprimary.co.uk](http://www.southbankprimary.co.uk).  Applications must be returned to the school office either in hard copy or by email to [office@southbank.rac.sch.uk](mailto:office@southbank.rac.sch.uk) by 4.00pm on Thursday the 28th February 2019. You will be notified by the end of the day on Friday 1st March if you have been invited to interview.  We wish you every success with your application  Miss T Cooper  Head Teacher |
| ADVERT |
| Appointment of Early Years Higher Level Teaching Assistant   |  |  | | --- | --- | | POST: Early Years Teaching Assistant | Advert Date: 11th February 2019 | | Salary: Level 4, Grade E, Scale Point 24 - 26 | Closing Date: 28th February 2019 | | Contract: 37 hr/week + 1 week, Permanent | Short Listing Date: 1st March 2019 | | Required for - 23rd April 2019 | Interview Date: w/c 6th March 2019 |   *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. The successful candidate will have the vision and drive to make a significant impact and will be committed to making a real difference to the lives of the children in our school. The successful candidate will be a member of the Early Years teaching team and also the team leader of the other teaching assistants in the team. The post will be based within EY and will be linked to a specific class.  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. * Be an outstanding early years practitioner with a proven track record of supporting children to achieve their potential and reach the GLD. * 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 which is grounded in the principles of early years’ provision. * Have excellent subject knowledge which they can communicate to help children understand and learn. * Be resourceful, adaptable, resilient and an excellent communicator. * 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.   + 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 a visit on one of the following dates:   * Monday 11th February at 4.00pm * Wednesday 13th February at 4.00pm * Thursday 14th February at 4.00pm   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 check and completion of the disqualification by association declaration from. |
| JOB DESCRIPTION |
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| 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 |
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| **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.** | |
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| ***Essential Attributes*** | ***Desirable Attributes*** |
| **Qualifications** | |
| * NVQ level 3 or equivalent * Early Years specialism * HLTA Status (accredited) * Very good Literacy & Numeracy skills * Training in the relevant strategies suitable to post eg: literacy and numeracy interventions, ICT, BLAST, * Team Teach - current | * EY Degree status * Appropriate first aid training & Food Hygiene Certificate * Current clean driving licence with business insurance * Speech & Language * Minibus licence |
| **Experience** | |
| * Minimum 5 years experience of supporting teaching and learning in an Early Years setting and experience in KS1 to support transition * In depth knowledge and experience of supporting & delivering an early years curriculum, with specific focus on Literacy & Numeracy key skills, early reading skills and phonics * Experience of delivering, and personalising, Literacy and Numeracy interventions; providing evidence to show accelerated progress as a result of this support. * Proven ability to adapt learning environment in an early years setting to accelerate learning * Able to support all groups of children, in the prime and specific areas alongside the characteristics of learning * 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 EY 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. * 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 pre school * Evidence of relevant & ongoing Professional Development. * Knowledge and understanding of supporting the successful integration of children from different backgrounds * Monitoring and delivering a speech and language programme eg BLAST |
| **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 exceeding levels. | * 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 * Able to support the marketing strategy within the school and encourage families to choose a school placement | |
| **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 * Experience of supporting transition between key stages eg Nursery to reception, EY to KS1 |

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| 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 |