



**Level 3 Behaviour Support Assistant**  
**Pennyman Primary Academy**  
Tees Valley Education Trust

**Job Ref: PPA117**



**TEES VALLEY**  
**EDUCATION**  
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## Level 3 Behaviour Support Assistant

Pennyman Primary Academy



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<b>Job title:</b>	<b>Level 3 Behaviour Support Assistant</b>
<b>Job reference:</b>	<b>PPA117</b>
<b>Closing date:</b>	<b>Monday 14<sup>th</sup> December 2020 at 9.00am</b>
<b>Location:</b>	<b>Pennyman Primary Academy, Fulbeck Road, Middlesbrough</b>
<b>Level/Salary:</b>	<b>Scale 6-7 £19,698 - £20,092 (Pro-rata to the weeks worked)</b>
<b>Status:</b>	<b>Fixed Term Contract (to 31st August 2022) In the first instance</b>
<b>Contract Hours:</b>	<b>37 hours per week, term time only + 5 PD Days</b>

Pennyman Primary Academy is pleased to be able to appoint an enthusiastic and committed Level 3 Behaviour Support Assistant to join the academy as part of Tees Valley Education Trust. Pennyman Primary is a vibrant, creative and forward-looking academy keen to employ an outstanding, dedicated and experienced Behaviour Support Assistant.

We are looking for someone who has a genuine interest in working with children; are interested in their development and learning and have good organisational and communication skills. We ask that all staff working with our children hold qualifications in English and mathematics that are at least equivalent to GCSE grade 'C'. Qualification as a teaching assistant is desirable, though not essential.

Duties will include:

- assisting children to be successful through supporting excellent attitudes towards learning and behaviour;
- supporting groups of and individual children in accessing learning;
- ensuring children are happy and safe at playtimes and lunchtimes (including a duty);
- offering advice and support to parents and staff on issues relating to SEMH;
- being part of the trained physical intervention team (training will be given) and
- supervising pupils who may be working outside normal timetables or who need 1:1 support outside of the classroom.

In return, we can offer you the opportunity to join a supportive and enthusiastic team who are committed to engaging and inspiring children's learning and life chances. We have a strong inclusive ethos and a superb partnership arrangement within our academies as part of Tees Valley Education Trust. In addition, we are fully committed to your ongoing professional development.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory enhanced DBS check.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Visits to the academy are strongly encouraged and can be arranged by appointment with the academy office on the following dates: Thursday 19<sup>th</sup> November at 3.30pm, Wednesday 25<sup>th</sup> November at 3.30pm,

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Thursday 26<sup>th</sup> November at 3.30pm and Wednesday 2<sup>nd</sup> December at 4pm. Please wear a facemask when visiting.

**Closing Date:** Monday 14<sup>th</sup> December 2020 at 9.00am

**Shortlisting:** Monday 14<sup>th</sup> December 2020 at 1.00pm

**Interview Date:** Friday 8<sup>th</sup> January 2021

**Location:** Pennyman Primary Academy

Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Deborah Fawcett, Interim Head of Academy. Please be aware that if you are sending your application by e-mail, the Trust cannot be responsible for any formatting anomalies when printing.

By post: Tees Valley Education, Pennyman Primary Academy, Fulbeck Road, Middlesbrough TS3 0QS.

By E-mail: [recruitment@tved.org.uk](mailto:recruitment@tved.org.uk)

If you have any queries about the position or the academy and the trust, please do not hesitate to contact the academy direct on 01642 314750 or e-mail [pennyman@teesvalleyeducation.co.uk](mailto:pennyman@teesvalleyeducation.co.uk)

## JOB DESCRIPTION

The duties of a Level 3 Behaviour Support Assistant will involve working with teachers to support teaching and learning, provide specialist support in all aspects of the management and improvement of pupils' behaviour and the prevention of poor behaviour. In addition to this, keeping parents/carers informed of their child's behaviour and build positive relationships with them. Contribution and participation in the team-working ethos of the academy and maintaining the positive ethos and core values of the academy, both inside and outside of the classroom is essential. Staff may also supervise whole classes occasionally (e.g. short-term absence of teacher) or for regular short periods with teacher's planning provided.

## MAIN DUTIES AND RESPONSIBILITIES

- Assist children to be successful through supporting excellent attitudes towards learning and behaviour
- Support groups of and individual children in accessing learning
- Ensure children are happy and safe at playtimes and lunchtimes
- Offer advice and support to parents and staff on issues relating to SEMH
- Be part of the trained physical intervention team (training will be given)
- Supervise pupils who may be working outside normal timetables or who need 1:1 support outside the classroom
- Assist with the development and implementation of individual behaviour plans
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Support pupils in developing their own personal development
- Encourage pupils to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under the guidance of the teacher

## SUPPORT FOR THE TEACHER

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and behaviour, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating behaviour records as agreed with the teacher, contributing to reviews of systems/records as requested
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Provide general clerical/administrative support e.g. produce worksheets for agreed activities etc.
- Support the work of other Learning Assistants in the classroom

## SUPPORT FOR THE CURRICULUM

- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. Literacy, Maths, Foundation Stage curriculum and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use

## SUPPORT FOR THE ACADEMY

- 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
- Understand and fully implement the academy's Behaviour Management strategies
- 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 academy
- 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 physical intervention training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Supervise classes in the absence of the teacher
- Undertake planned supervision of pupils' out of academy hours learning activities
- Supervise pupils on visits, trips and out of academy activities as required

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

The job holder may be required to plan and deliver before and after school clubs.

TA3 - Experience		Working with or caring for children of relevant age Possible aspiration to pursue a career in teaching
Qualifications/Training		Good numeracy/literacy skills Minimum of a grade 'C' in Maths and English, GCSE level or equivalent Completion of Induction Programme as in academy policy NVQ 3 for Teaching Assistants or equivalent qualifications or experience First Aid training (if appropriate)
Knowledge/Skills		Effective use of ICT to support learning Use of other equipment technology – video, photocopier Understanding of relevant policies/codes of practice and awareness of relevant legislation General understanding of national/Foundation Stage curriculum and other basic learning programmes/strategies Basic understanding of child development and learning 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 Speak using Standard English

**Important:** In the first instance, applications are assessed against the following criteria:

\*overall presentation

\*use of standard English

\*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)	A	E
NVQ level 3 or above qualification (or equivalent) in a relevant area - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable	A	E
Trained in positive handling	A, I	D
EXPERIENCE		
Experience of working with children	A, I, R	E
Experience of working in a relevant classroom/service environment	A, I, R	E
Excellent behaviour management strategies.	I, R	E
Experience of supporting pupils with challenging behaviour	A, I, R	E
KNOWLEDGE, ABILITIES AND SKILLS		
Able to make effective use of ICT (Microsoft Office packages, email and the internet)	A, I	E
Have a working knowledge of how new technologies can be used to support learning	A, I	E
Understanding of relevant policies/codes of practice and awareness of relevant legislation	I, R	D
Ability and willingness to prepare and display children's work to a high standard	A, I, R	E
Ability to relate well to children	A, I, R	E
Basic understanding of child development and learning	A, I, R	E
Ability to work as part of a team, following instructions and on own initiative	A, I, R	E
Good communication skills including the use of standard English	I, R	E
Ability to relate well to parents/carers	A, R	E
Ability to supervise and assist groups and classes of children in the absence of the teacher	A, I, R	E
Ability to use time effectively to enable work to be prioritised, accurate and for deadlines to be met	I, R	E
Working knowledge of classroom roles and responsibilities	A, I, R	D
Knowledge of the concept of confidentiality	I, R	E
First Aid Certificate	A	D
Ability to assess children's development	A, I, R	D
Experience of tracking interventions and monitoring impact of these	A, I, R	D
Be able to plan and deliver structured learning activities and after school activities for individuals and groups of children	A, I, R	D
Energetic, highly motivated, with an inquiring mind and passion for helping children succeed	A, I, R	E
Ability to self-evaluate learning needs and actively seek learning opportunities	I, R	E
Ability to support and train other staff and trainees	A, I, R	D
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E

E – Essential

D - Desirable

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

## SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, or those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

### Working Together to Safeguard Children DfE 2018

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

## EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

### Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

## Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

**Route 1** – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

**Route 2** – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

*One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).*

**Route 3** – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

*One document must confirm the applicant's current address*

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EAA)	Work Permit/Visa (UK)
Financial Statement, e.g. Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, e.g. child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Headteacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), e.g. from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.



In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

## **HOW TO APPLY**

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

### **Applying:**

Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Mrs Deborah Fawcett, Interim Head Teacher. Please be aware that if you are sending your application by e-mail, the Trust cannot be responsible for any formatting anomalies when printing.

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By E-mail: [recruitment@tved.org.uk](mailto:recruitment@tved.org.uk)

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