



Skerne Park
Academy



Enhanced Teaching Assistant

Start Date: ASAP

Making a difference together

Welcome from the Headteacher

A warm welcome to Skerne Park Academy. Our children find themselves in a busy and enthusiastic learning environment where there is always much to do, see and learn.

At Skerne Park Academy we:

Strive to persevere through new challenges and have the highest of aspirations so that we can achieve our goals.

Provide a stimulating curriculum, which ignites our pupil's imaginations, with a passion for learning through awe-inspiring learning experiences.

Whilst supporting our whole school family, we provide a nurturing and safe environment in which we can all aspire to greatness.

There are lots of exciting events going on at our school both within the classroom and extra-curricular activities and we hope that through this website you find everything you need to know.

Everyone at Skerne Park Academy has something of value to contribute as well as being given the opportunity to learn from each other whether that be academic skills, friendship, culture or an understanding of different needs.

Our school prides itself on being part of the Skerne Park Community and we trust you will want to join us in being part of that team.

Mrs Clair Gooding
Headteacher

The Person

- Has high expectations for all pupils.
- Possesses excellent listening and communication skills.
- Displays a high level of organisational skills, both verbal and written.
- Displays a high level of organisational and time management proficiency.
- Cultivates a positive and inclusive learning environment, encouraging intellectual curiosity and critical thinking.
- Exemplifies the values and ethos of the school as a positive role model.
- Collaborates as a team player, demonstrating flexibility and commitment to contributing actively to a full program of extra-activities.
- Exhibits excellent people management skills.

Job Description

JOB TITLE	Enhanced Teaching Assistant
CONTRACT TYPE	Temporary to 31/08/2025. To be reviewed in line with funding.
ACCOUNTABLE TO	Headteacher
GRADE	Salary: Grade 5 SCP 7-12. £25,584 to £27,711. Actual salary: Less than 5 years' service: £22,140 to £23,981. Actual salary: More than 5 years' service: £22,632 to £24,514.
HOURS	37 hours per week. Term time.
REQUIRED	ASAP

RESPONSIBILITIES OF ALL POST HOLDERS

ETHOS

Employees are expected to support and contribute to the school ethos.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder. It is not a comprehensive statement of procedure and tasks but sets the main expectations of the school in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and expects all employees and volunteers to share this commitment. This post is subject to signing our ICT Employee User Policy and having a satisfactory Enhanced DBS Certificate.

GENERAL EXPECTATIONS

Employees will:

- Contribute effectively to the work of the school and to the achievement of the 'School Improvement Priorities'.
- Play a full part in the life of the school community, to support our distinctive aims and ethos, to encourage employees and pupils to follow this example.
- Follow school policy regarding care, support and supervision of pupils.
- Attend training and development activities and courses, ensuring continuing, personal and professional development.
- Contribute to a welcoming school culture by promoting mutual respect for all.
- Comply with any reasonable request from a leader to undertake work of a similar level that is not specified in this job description.
- Work as a team member.
- Act as a role model to pupils in speech, dress, behaviour and attitude.
- Have common duties in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, and General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

RESPONSIBILITIES FOR ALL SUPPORT STAFF

Support Staff will:

- Maintain personal expertise, to be a role model and promote high expectations for all members of the school community through your role within the structure.
- Model the values, ethos and vision of the Trust.
- Contribute to the overall ethos, work and aims of the Trust.
- Maintain at all times, the utmost confidentiality with regard to all records, personal data relating to staff, pupils and other information of a sensitive or confidential nature.
- Attend relevant meetings as required.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, confidentiality and data protection, reporting all concerns to an appropriate person.
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times.
- Be aware of, and support, difference and ensure that all pupils have access to opportunities to learn and develop.
- Maintain good relationships with colleagues and work together as a team.
- Appreciate and support the role of other professionals.
- Attend any training courses relevant to the post, ensuring continuing, personal and professional development.
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

SPECIAL CONDITIONS OF THIS POST

CONDITIONS OF THIS POST

- The post-holder will be expected to undertake any appropriate training provided by the Trust to assist them in carrying out any of the above duties.
- The post-holder will be expected to contribute to the protection of children and vulnerable adults, as appropriate, in accordance with any agreed policies and/or guidelines, reporting any issues or concerns to their immediate line manager.
- The post-holder will be required to promote, monitor and maintain health, safety and security in the workplace. To include ensuring that the requirements of Health & Safety at Work Act, COSHH, and all other mandatory regulations are adhered to.
- To carry out duties with full regard to the Trust's Equal Opportunities and Dignity at Work Policy.
- An Enhanced Disclosure with the Disclosure and Barring Service (DBS) will be undertaken before any appointment can be confirmed.

SPECIFIC RESPONSIBILITIES

Duties and Responsibilities:

- Plan, prepare and deliver learning activities for individuals and groups of pupils under the professional direction and supervision of a qualified teacher, differentiating and adapting learning programmes to suit the needs of individual pupils.
- Be aware of and work within school policies and procedures.
- Assess, record and report on development, progress and attainment as agreed with the teacher.
- Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher.

- Plan and evaluate specialist learning activities with the teacher, including writing reports and records and providing focussed personalised provision as required.
- Select and adapt appropriate resources/methods to facilitate agreed learning activities.
- Maintain a clean, safe and tidy learning environment.
- Ongoing guidance and support of pupils in their social development and their emotional well-being, reporting problems to the appropriate person.
- Supply specialist support with direction and guidance from teaching staff, allowing pupils to access the curriculum and participate fully in school activities.
- Under the guidance of a teacher support the role of parents/carers, in pupils' learning and contribute to meetings with parents/carers to provide constructive feedback on pupil progress/achievement etc.
- Contribute to the development of policies and procedures.

Enhanced Teaching Assistants are expected to undertake at least one of the following:

- a) Provide specialist support to pupils with learning, behavioural, communication, social, sensory or physical difficulties (SEND).
- b) Provide specialist support to pupils where English is not their first language.
- c) Provide specialist support to gifted and talented pupils.
- d) Provide specialist support to all pupils in a particular learning area (e.g. ICT, literacy, numeracy, National Curriculum subject).

(Staff must demonstrate specialist skills relevant to their role in (a-d) above)

All SEND Enhanced Teaching Assistants will:

- Contribute to whole school priorities and developments under the guidance of school leaders in areas of interest such as subjects e.g. phonics or strategies e.g. wellbeing.
- Establish and maintain relationships with families, carers and other professionals, e.g. speech therapists.
- Provide short term cover of classes on a regular timetabled basis planned by the teacher.
- Supervise the work and development of other classroom staff as appropriate.
- Be responsible for the preparation, maintenance and monitoring of stocks of materials and resources.
- To supervise students in class during absence of their class teacher (short term) in accordance with school policy.
- To administer clear instructions to the class, based on the detailed work set, and actively supervise students as they carry out the instructions.
- Invigilate examinations and tests.
- Accompany teaching staff and take responsibility for pupils on visits, trips and out of school activities as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes but not as a Supervisory Assistant.
- Prepare and present displays.
- Supervise individuals and groups of pupils throughout the day, including supervision in the classroom, playground and dining areas.
- Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- Provide pastoral care to children.
- Support pupils to develop their skills of independence, resilience and confidence.
- Contribute to the development and implementation of support plans and EHCP's, including attendance at, and contribution to, reviews as required.
- Work with pupils not working to the normal timetable.
- Support the use of ICT in the Curriculum.

First aid:

- Take the lead in first aid situations and in the event of accidents/incidents/medical emergencies to ensure that the needs of children are met and their care, wellbeing, safety and health are maintained (Training will be provided where necessary)
- Complete accident forms and other school identified documentation to ensure all school medical, health and wellbeing policies are followed appropriately and communication is maintained with parents and appropriate professionals.
- Provide first aid, if appropriate, ensuring timely referral to the health service in emergency situations.
- Follow all school medical/health policies, to complete first aid training as required and ensure that records are kept up to date.
- Receipt and administration of medication as described in the school's medication policy. To include communication with parents.
- Create, review and update individual care plans taking account of the advice of medical professionals and then ensure that they are followed and kept up to date.
- Report any issues or concerns to the lead first aider and follow advice where required.

The above list of duties and responsibilities are not an exhaustive definition of all tasks associated with the post.

Person Specification

	Criteria	Essential	Desirable
Application	Application form and a well-structured letter of application indicating interests.	*	
	Fully supported in references.	*	
Qualifications and Professional Development	A Teaching Assistant qualification at NVQ Level 3 or its equivalent.	*	
	5 GCSEs A*-C including English and Maths (or equivalent).	*	
	Ability to use ICT as a learning tool.	*	
	Commitment to further study including any in-service training during the last three years.	*	
Experience	Ability to demonstrate high standards student support.	*	
	Knowledge of a wide range of SEND difficulties and their impact on learning.	*	
	Knowledge of the use of data to inform planning, measuring progress and to aid target setting and improving performance against identified outcomes.		*
	Experience of multi-agency working and liaison with outside agencies and the Educational Psychology Services.		*
	To have knowledge or experience of 'Restorative Practices' to resolve behaviour issues with students.		*
Qualities & Values	A drive to make learning fun, engaging and exciting.	*	
	The ability to inspire others and share good practice.	*	
	Good communication skills with the ability to relate effectively to all ages and abilities.	*	
	A commitment to promoting inclusion.	*	
	Ability to provide and present evidence for statutory assessment and annual reviews.	*	
	Ability to provide advice to school staff and liaise with parents/carers.	*	
Personal Attributes	Ability to work under pressure and retain a sense of humour.	*	
	Ability to work as team member to achieve common goals.	*	
	Initiative, energy and perseverance.	*	
	Enthusiasm and self-confidence.	*	
	Personal presence and impact.	*	

Assessment against the criteria above will be through the application form, letter of application, work related assessments, interview process and references.

Application Guidance

The letter of application should be no more than two sides of A4 and should set out the particular strengths that you would bring to the post and how you feel you meet the criteria outlined in the job description and person specification. Applications received after the closing date/time will not be considered.

Please ensure you also complete and return the required DCCR form. Completed applications must be received by the school by **9am, Monday 27th January 2025 addressed to the Headteacher.**

AFTER SUBMITTING YOUR APPLICATION

If you have not heard from us within 4 weeks please assume that you have been unsuccessful on this occasion.

REFERENCES

References will be requested prior to interview, except for non-teaching roles where there are exceptional circumstances, and the applicant does not give consent to do so on the application form.

DBS

Advance Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all employees and volunteers to share this commitment.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

PRE-OCCUPATIONAL HEALTH

Pre-occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required.

EQUAL OPPORTUNITIES

We are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

As a disability confident employer, we are committed to employing disabled people and people with health conditions making reasonable adjustments to support disabled applicants when required.