



BAILDON CHURCH OF ENGLAND PRIMARY SCHOOL

Breakfast Club Leader and Level 3 Teaching Assistant

Permanent Contract

35 hours per week, term time only

Monday to Friday, 7.15am – 3.15pm

Required as soon as possible

Candidate Pack



Contents

- About the School
- How to apply for the job
- Advert
- Personnel Specification and Job Description

Email: office@baildonce.co.uk

Website: www.baildonce.co.uk

Headteacher: Mrs Kathryn Savage

Chair of Governors : Mrs Victoria Leather

Status: Church of England Voluntary Aided School. Please note that we are in the process of converting to academy status within Bradford Diocesan Academies Trust (BDAT). Post conversion, all employees of the school will TUPE to BDAT.

About Our School

Vision

We celebrate our place within God's loving family, showing **respect** for ourselves, others and the world around us. We are a safe, **supportive** community of inspired, resilient, life-long learners, with a spirit of curiosity, where every individual is provided with the **opportunity** to flourish and **achieve** in our ever-changing world.

'Those who hope in the Lord will renew their strength and they will soar on wings like eagles.'

School Information

Baildon Church of England Primary School and Nursery is situated in Baildon very close to the moors. The school building was extensively refurbished in 2007 to form a spacious and attractive learning environment. The school is set in stunning grounds which provide many opportunities for environmental work. The village and its environment, the local churches and surrounding countryside also provide a wealth of learning opportunities.

At present, the school has a twenty six place nursery and fourteen classes with up to thirty children in each class. As of April 2021, 451 children attend the school. The classes are mixed ability groups with two classes to each year. The school takes children between the ages of three and eleven. The children enter Nursery at the age of three and move into Reception class in the September prior to their fifth birthday. In September of each year, the children move to a new class where they stay until the following July.

The building is on two levels with the classrooms on the second level. There are four classrooms to each corner and each corner also has a shared area. There is also a Computing suite, a music room, hall and a gymnasium.

The work of the school has been carefully planned by subject leaders and follows the National Curriculum guidelines as laid down by the government. Most subjects are taught separately in mixed ability groups. We have developed a curriculum that is evidence based and informed using advice from subject specialists – it is designed to be bespoke for our own school, providing regular links to our locality and its place within the wider world. The teachers co-operate well to form an excellent team with all members supporting each other. The parallel classes in each group particularly work closely together, with teachers planning together. Planning takes place on three levels; short term (daily), medium term (half termly) and long term (yearly). Teaching assistants are timetabled to support learning in all years.

A friendly, family atmosphere is encouraged at the school and all children and staff are valued and co-operate together to this end.

Deeply embedded care for all drives exceptionally nurturing relationships, enhanced by innovative practice in supporting and developing pupils with social, emotional and mental health needs.

SIAMS Oct 2019

RE and Collective Worship

Baildon Church of England School is the parish school for the Parish of Baildon and has many links with the Church. Canon Sandra is a regular visitor to school and the choir regularly sing at services in Church. Our younger children visit St John's as part of their religious studies of places of worship and the school hold their Easter and Christmas services at St John's Church. As a Church School, Collective Worship is at the heart of our work. Worship is organised in whole school, key stage and

classes with teachers following different themes chosen usually to reflect the Christian Value which is being studied. The school has devised an RE scheme of work which is subdivided into six different topics per year and which follows the objectives as laid out in the Diocesan Syllabus.

Collective worship is inspirational, offering a variety of ways to encounter God, supporting spiritual growth in pupils and adults. Worship through song is joyful and a strength of the school.
SIAMS Oct 2019

Curriculum Aims

The school has drawn-up a structure of curriculum aims to enable the National Curriculum to be delivered effectively and to set out our commitment to the development of each pupil. We aim:

- To provide a structured programme based on National Curriculum guidelines for the acquisition of language skills including the ability to speak clearly and confidently, to read fluently and accurately, to listen carefully and with understanding and to write legibly, accurately and purposefully.
- To lead the child towards the understanding of basic concepts in the practical application of mathematics, leading to accurate computation, estimation and reasoning. To supply a range of tasks to suit various levels of mathematical ability, while ensuring that children are systematically taught mathematical terms and conventions according to National Curriculum guidelines. These will include the understanding of notation and the ability to perform basic operations with numbers, money and measurement, including length, weight, time, area, volume and capacity. To teach skills related to the effective use of calculators and computers.
- To foster the development of scientific skills through the study of living things, simple experiments and investigations using physical and chemical substances laid down by National Curriculum guidelines.
- To develop the ability to discover and analyse information from a variety of sources and then record this in a suitable and meaningful way.
- To increase the child's awareness of areas of historical, geographical and social interest and how these subjects inter-relate, through the study of a variety of topics.
- To promote the development of agility, co-ordination and confidence through physical education, games and movement.
- To enable the child to participate confidently and expressively in activities related to art and craft, music and drama both as a performer and observer.
- To foster the development of meaningful relationships at all levels in both the school and the multi-cultural community as a whole.

External Judgements

The school has been subject to three external inspections in recent years. In May 2013, Ofsted judged the school to be Outstanding in all areas.

In October 2019, the school was judged to be excellent in all areas in SIAMS (Statutory Inspection of Anglican and Methodist Schools)

Copies of both Ofsted and SIAMS can be found on our website www.baildonce.co.uk

An external inspection of the school which was commissioned by the Governors in February 2020 which endorsed the work of the school and the curriculum:

The curriculum offer to pupils is broad, balanced and designed in a way as to ensure that knowledge is remembered in the long term so that pupils are able to call on prior learning as they explore their new and exciting curriculum opportunities. External Review February 2020

Enrichment and Current Initiatives

There is a wide range of activities for children to participate in both as part of the curriculum through the number of visits and visitors which are organised as well as the opportunities which are organised

to enrich and enhance outside of the classroom. Music and Sport are key strengths of our curriculum and the school has a wide range of both musical and sporting extra-curricular activities on offer. Following successive Gold Sports Marks in recent years, we are delighted that we became the first school in Bradford to be awarded the Platinum Sports Mark in July 2018 in recognition of the emphasis which we place on Sport and PE. We have also had our achievements in Music recognised and are member of the Music Hub. We are also a Gold Artsmark School.

If you are interested

- Please contact the school if you wish to organise a visit.
- Visit our school website www.baildonce.co.uk to find out more about our school.
- Follow us on twitter @baildonce.
- Please apply online via www.prospectsonline.co.uk.
- Closing date is Wednesday 9th February at Noon. Shortlisting will then take place on Friday 11th February, with interviews scheduled for Wednesday 16th February.





Baildon Church of England Primary School and Nursery
www.baildonce.co.uk

Required as soon as possible

Breakfast Club Leader and Level 3 Teaching Assistant
Scale 4 (SCP 7 -11)
Permanent

35 hours per week in total, term time only
(25.5 hours as a Level 3 TA and 9.5 hours as Breakfast Club Leader)
Monday – Friday, 7.15am – 3.15pm

We are looking for someone who:

- is an outstanding and inclusive practitioner
- is creative and able to motivate and inspire all children
- is passionate about raising achievement and providing the best possible education for our children
- is enthusiastic and flexible
- will enhance the work of our hardworking team

We can offer you:

- an attractive, well -resourced and positive learning environment
- pupils who enjoy school, have outstanding behaviour and are eager to learn
- hard working, supportive and welcoming colleagues
- a commitment to your continued professional development

Visits to the school are warmly welcomed by arrangement with the school office:
office@baildonce.co.uk.

Interested candidates are requested to apply online for this post: to download the job details and apply please visit www.prospectsonline.co.uk

Closing date: 17.06.22 at Noon

Shortlisting: 22.06.22

Interviews: 27.06.22

We are committed to safeguarding and promoting the welfare of children. The successful candidate will be subject to an enhanced DBS check. All posts are subject to a probationary period of three months.



Job Description

BAILDON CHURCH OF ENGLAND PRIMARY SCHOOL

Outline Job Description

Post Title:	Breakfast Club Leader
Post Ref:	Breakfast Club Leader 2022
Grade:	Scale 4 (SCP 7 -11)

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Prime Objectives of the Post:

Managing a team of staff, you will complement, appreciate and support the role of teachers and support staff in organising and providing safe and effective high quality play for children and young people.

Working in partnership with parents, carers, teaching staff and other professionals; improve access and develop opportunities for children to play whilst promoting their wellbeing.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

Knowledge and Skills:

(See Personnel Specification)

Effort Demands:

- Contribute to the organisation, delivery and supervision of a quality play provision within the school whilst ensuring all activities are carried out in a safe, creative and appropriate play environment.
- Will work under own initiative with limited supervision, working to the priorities set by members of the Senior Leadership Team/Headteacher.
- Acting as a role model, will establish productive and constructive working relationships with pupils, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to play, learn and develop.
- Will develop and maintain good relationships and communications with parents; encouraging parental involvement where appropriate.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child as well as contributing to the development of such policies.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

Responsibilities:

- Will carry out a supervisory or managerial responsibility for a small team; overseeing their performance, giving instruction as necessary and identifying training needs.
- Plan, arrange and undertake structured and agreed play activities as appropriate to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times; recognising and responding to individual and group play needs, identify new play needs and ensure health and safety at all times in the play environment.

- Will plan, prepare, coordinate, promote and provide a wide range of inclusive, creative and enjoyable play opportunities for pupils which is responsive to their play needs; giving pupils the freedom to spend their leisure time in their own way whilst encouraging fair and caring behaviour. .
- Take responsibility for the resourcing, care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards; this may include being a key holder for designated areas within school.
- Attend to the pupils' personal needs including the safety and well being of the pupils and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility; undertaking appropriate risk assessments as necessary.
- Promote self-esteem; ensuring inclusion, acceptance and integration for all as well as encouraging pupils to act independently as appropriate, interact and work co-operatively with others and engage in activities; including those with specific and special needs and those from different cultures and/or with a different first language.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions and managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- If appropriate, will ensure food provision is carried out within the guidelines of the Food Safety Act 1990; making sure all food served is balanced and healthy in accordance with School Food Standards
- If appropriate, prepare light meals (breakfast, snacks, refreshments etc.) which may include the use of kitchen appliances in accordance with Food Hygiene and ensuring individual pupil dietary requirements are met.
- If appropriate, prepare the eating area, supervise children in the eating area (seating, serving, eating, clearing plates etc.) and maintain/clear the eating area throughout (cleaning up of any spillages, wiping surfaces, washing up etc.).
- Collect and safely supervise children to and from the teaching/play area and, if appropriate, ensuring the child is collected by a recognised parent/carer/family member.
- Will have responsibility for and manage small sums of cash, collecting payments and delivering them to the school office as required.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will participate in out of working hours activities such as school fairs and party's.
- Will supervise students on work experience, trainees and voluntary helpers.

Environmental demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Special Conditions of Service:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	All essential, desirable marked with (D)
Experience:	<ul style="list-style-type: none"> • Experience of working with school aged children or young people from a variety of backgrounds in a school/play/childcare setting. • Experience of supervising or managing staff. (D) • Experience of working in a team situation. • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level
Qualifications/ Training:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. • A qualification in childcare, playwork or early education to at least NVQ3. • Additional qualifications relating to the post e.g. Health, Food Hygiene and first aid qualification. (D) • Willingness to participate in development and training opportunities.

<p>Knowledge/ Skills:</p>	<ul style="list-style-type: none"> • Will have knowledge of relevant legislation. • Knowledge of Food Hygiene, Health and Safety, First Aid, Lifting and Handling and Fire Prevention. • Excellent communication skills. • Excellent numeracy/literacy skills. • An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs. • Knowledge of childcare. • Knowledge of child development. • Knowledge and commitment to schools Equality policy. • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate a commitment to working with children of the relevant age.
	<ul style="list-style-type: none"> • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. • Ability to perform all duties and tasks with reasonable adjustments where necessary. • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical difficulties. • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. • Supportive of the vision, values and ethos of a Church of England school

Level 3 Teaching Assistant

Post Title:	Teaching assistant
Post Ref:	Level 3
Grade:	Scale 4 (SCP 7 -11)

Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.

Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.

This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.

This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Prime Objectives of the Post:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

To implement agreed work programmes with individuals/groups, in or out of the learning environment. This will include assisting the teacher in the whole planning cycle and the management/preparation of tasks/resources.

Work within school policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description. This includes providing 1:1 support for identified pupils as and when required.

Knowledge and Skills:

(See Personnel Specification)

Effort Demands:

- Will assist in maintaining the good discipline of pupils throughout school and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.
- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant school policy and procedures.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical difficulties.
- Will use specialist learning skills/training/experience to support pupils. This may include working 1:1 with pupils with additional needs.
- Make decisions using initiative where appropriate within established working practices.
- Will contribute to the overall ethos/work/aims of the school.
- Will support, uphold and contribute to the development of the schools Equality policy in respect of both employment issues and the delivery of services to the community.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with school policy and procedure.

Responsibilities:

- Assist in the management of pupils in the learning environment.
- Assist the teacher with lesson planning and planning of other learning activities, evaluating and adjusting lessons/work plans as appropriate and in accordance to pupil responses/needs whilst helping pupils to access learning activities through specialist support.
- Will transfer work and resources back to the teacher and feed back any issues.
- As agreed, and with limited supervision, deliver a range of teaching and learning experiences which should be appropriately differentiated and suitably challenging.
- Will undertake routine marking of pupils work and accurately record achievement/progress, administer and assess routine tests and invigilate exams/tests.
- Support the teacher in establishing, adapting and undertaking structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will recognise own strengths and areas of expertise and use these to advise and support colleagues in order to ensure the smooth running of the learning environment and contribute to relevant meetings.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist and provide suggestions on the implementation of Individual Education Plans and Personal Care Programmes; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and well being of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with school policies and good practice.
- May be required to supervise whole classes in the short term absence of the teacher in accordance with short term plans. The primary focus will be to maintain the planned range of activities in the learning environment, maintain good order and to keep pupils on task.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.

- Set challenging and demanding expectations, employ strategies to recognise and reward achievement of self-reliance whilst promoting self-esteem. Encourage pupils to act independently, working co-operatively and interacting with others.
- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
- In liaison with the class teacher, will establish constructive relationships and communicate with other agencies and professionals to support achievement and progress of pupils.
- Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
- Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher.
- Will be responsible for maintain manual and computerised records and contributing to the reviews of systems/records as required.
- Will provide clerical/administrative support as directed by the teacher.
- Will implement local and national learning strategies and will support pupils to achieve learning goals e.g. literacy, numeracy, KS1, KS2 and early years as directed by the teacher whilst making effective use of opportunities provided by other learning activities to support the development of relevant skills.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, develop skills to deliver ICT packages to pupils and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will take delegated responsibility in the supervision of Teaching Assistants, students on work experience, trainees and voluntary helpers.

Environmental demands/Working Conditions:

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

Special Conditions of Service:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

Other considerations

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.

- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	DESIRABLE (D)
Experience:	<ul style="list-style-type: none"> • Experience of working in a team situation. • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. • Experience of working with pupils with additional educational needs and more able special educational needs. • Experience of working in a relevant discipline. • Clerical/administrative/financial experience. • Experience of teaching whole classes and ability to plan and prepare lessons.
Qualifications/ Training:	<ul style="list-style-type: none"> • GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1. • Level 3 NVQ for Teaching Assistants or equivalent qualification or experience. • Other relevant qualifications relating to the post e.g. Level 3 NVQ in Health/Childcare, first aid qualification. • Evidence of further training/development and/or willingness to participate in further training and development opportunities e.g. relevant learning strategies, literacy and/or particular curriculum or learning area such as sign language, bi-lingual, dyslexia, ICT, math, English etc.

Knowledge/ Skills:

- Will possess a full working knowledge of the School's relevant policies/procedures/codes of practices with an outline understanding of relevant legislation.
- Will have knowledge of the policies covering their service area.
- Knowledge of childcare with an understanding/awareness of the principles of child development and learning processes as appropriate.
- Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies.
- Good organisational and problem solving skills with the ability to work proactively and independently
- Good communication skills.
- Exercise advisory, guiding, negotiating and persuasive skills at a developed level.
- Excellent numeracy/literacy skills.
- Good ICT skills.
- Ability to use relevant equipment/resources.
- Ability to self-evaluate learning needs and actively seek new learning opportunities.
- Ability to understand classroom roles and responsibilities.
- An understanding of the needs of a multicultural society.
- An understanding of the issues relating to pupils who have additional learning needs, more able and special educational needs.
- Knowledge of Behaviour Management.
- Knowledge and commitment to schools Equality policy.
- Knowledge of Health and Safety requirements.
- Ability to relate well to pupils and adults.

- Ability to work constructively as part of a team with a willingness to share knowledge, expertise and experience.
- Ability to remain calm under pressure; prioritising conflicting demands .
- Demonstrate a commitment to working with children of the relevant age.
- Demonstrate good co-operative, interpersonal and effective listening skills.
- Maintain confidentiality in matters relating to the school, its pupils, parents or carers.
- Ability to perform all duties and tasks with reasonable adjustments where necessary, working flexibly and willing to accept change.
- Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties.
- In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.