



Headteacher
Mrs P Howe

Haworth Primary School
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Applicant Information Pack

Vacancy	DSP Teaching Assistants
Location	Haworth Primary School
Start Date	asap
Closing Date & Time	9am 2 nd December 2019
School Visits	3.45pm on 26 th or 28 th November
Interviews	w/b 9 th December
Salary	SCP 4-6
Return application to	www.prospectsonline.co.uk or email rayres@haworth.bradford.sch.uk

Welcome from Headteacher – Mrs Paula Howe

Thank you for your interest in our school. Haworth Primary School is an expanding school set in the heart of the Bronte country. We are growing to a 1 ½ form entry school for pupils aged 4-11. We also have a Nursery on site, offering part-time and 30 hour places, a Designated Specialist Provision for children with social and communication difficulties including Autism and our own Before and After School Club.

Haworth Primary is proud to be at the heart of our community and we believe the successful partnerships between families and school are vital to the happiness and success of our pupils. The staff and governors work closely together to provide a happy, safe, positive learning environment in which children can learn and develop in order to fulfil their potential.

We extend a warm welcome to potential applicants and invite you to attend one of the visits above to get a real feel for our vibrant school.

Vacancy:

The Governors are looking to appoint a DSP Teaching Assistant to join our happy and motivated team. We are looking for someone who is passionate about making a difference and has high expectations. Along with Oakworth and Lees Primary Schools we founded the Bronte Academy Trust in 2016 and we were joined by Oldfield Primary in June 2019. Our Trust is an exciting and innovative place to thrive and fulfil your potential.



Bronte Academy Trust – A Charitable Company Limited by Guarantee.

Registered Office: Lees Primary School, Haworth Road, Cross Roads, Keighley, BD22 9DL. Registered in England No: 10201636

JOB DESCRIPTION

POST TITLE:	SEN TEACHING ASSISTANT
GRADE:	BAND 5, SCP'S 4-6

The following information is furnished to assist staff joining Bronte Academy Trust 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. Bronte Academy Trust is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment.
4. The Trust 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 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.

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.

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 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:

- Assist in the management of pupils in the learning environment.
- Undertake 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 supervise and support pupils consistently at all times; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- 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.
- Attend to the pupils' personal needs, implementing and maintaining related personal care programmes with the correct use of care materials 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.
- Will occasionally be required to supervise the class for brief periods in a lesson where the classroom teacher is not available.
- 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 whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities led by the teacher.
- Will prepare the classroom as directed 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.

- 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 provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, 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.
- Will assist in the supervision of 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.

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:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Experience of working in a team situation. (E) • Working with or caring for children of relevant age or relevant experience e.g. voluntary organisation, parental caring responsibility (E) • Experience of working in a Primary school. (D) • Experience of working with children with Special Needs (D) • Experience of working with children with Autism and / or Speech and Language and Communication difficulties (D)
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> • GCSE English and Maths at Grade C or above or equivalent (or willingness to gain these whilst working) (E) • Willingness to participate in development and training opportunities. (E) • Completion of Teaching Assistant Induction Programme. (D) • Completion of training relating to Autism and Speech, Language and Communication (D) • Ability to use relevant technology, after training, if required. • Problem solving skills (D)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Will possess knowledge of the School's relevant procedures or practices. (E) • An understanding of the needs of a multicultural society. (E) • How to adapt planning to meet the needs of children. (E) • Be able to suggest alternative ways of helping children if they are unable to understand and understand the process of behaviour management for children with complex needs; (E) • Awareness of child development (E) • Awareness of how to support a range of Special Educational Needs (E) • Will have an outline understanding of relevant legislation. (D) • Will have some knowledge of some of the policies covering their service area (D) • Knowledge of supporting children with Autism, physical difficulties and/or attachment difficulties. (D) • Knowledge of how to support children with diabetes and experience of managing diabetes medication. (D) • Knowledge of how to monitor, record and make basic assessments about pupil progress. (D) • Maintain confidentiality in matters relating to the school, its pupils, parents or carers. (E) • Ability to perform all duties and tasks with reasonable adjustments where necessary. (E) • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/ behavioural/physical difficulties. (E) • In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)

OFFICE USE ONLY:

COMPILED BY:	Helen Thompson
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