

L2 /3 Teaching Assistant

APPLICANT INFORMATION PACK

CLOSING DATE: 10.00 am 26th May 2022

**Application Information.**

Thank you for your interest in our recently advertised post for a Teaching Assistant at Parkside School.

Please apply by completing the application form and ensure this is returned by the closing date published on the advertisement.

Your application should explain why you feel that you are a suitable candidate for this position and should demonstrate how you meet both the Personnel Specification and the Job Description. Details must be provided with regard to three references and these should be relevant to the post’s roles and responsibilities, one of whom must be your current employer. References will always be taken up, however please indicate on the application form if you do not wish your ***present employer*** to be contacted until after interview. In order to consider your application, we ask that the application form is fully completed and returned by the closing date and time.

Parkside School is committed to safeguarding and promoting the welfare of children and the protection of the child from all forms of abuse. The school adheres to Bradford Council and statutory guidelines in respect to safe recruitment and the Equality Act (2010). All persons employed by the school, in any capacity, will undergo an enhanced DBS check, and confirmation of employment is subject to this and receipt of satisfactory references. The school seeks the three references on a standard form which includes whether or not the applicant has any issues relating to suitability to work with children.

All offers of employment at Parkside School are conditional, subject to the receipt of satisfactory references and a successful DBS check.

All posts will be subject to a six month probationary period, during which time performance, conduct and suitability for continued employment will be monitored. At the end of the period performance will be reviewed and, if found satisfactory, employment will be confirmed. If during, or at the end of the period the school considers performance, conduct or suitability has been less than satisfactory the school reserves the right to either extend the period or terminate employment in line with the notice provisions set out in the contract of employment.

Candidates who have not been notified before the interview date are asked to assume their application has not been successful in this instance. Unfortunately, we are unable to provide feedback to applicants who are not shortlisted.

If you require any further information, please do not hesitate to contact me at school.

Yours sincerely



Jane Johnson

Communications Lead and Head’s PA



**Post Title:** Level Two or Level 3Teaching Assistant (Learning Coach)– SEN Mainstream/Designated Specialist Provision for Autism

**Hours**: 32 hours per week; Term Time + 2 days.

**Scale:** Level 2Band 5 (Scale Point 5 – 6)

Level 3 Band 6 (Scale Point 7-11)

**Pro Rata Actual Salary:** Level 2 £14,080 - £14,361

Level 3 £14,875 - £16,101

**Line Manager:** SENDCo/Assistant SENDco/AHT Inclusion

The following information is provided to assist staff joining Parkside School to understand and appreciate the work content of their post and the role they are to play in the organisation. However, the following points must be noted: This is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that teaching assistants will carry out. The post holder may be required to do other duties appropriate to the level of the role, as directed by the SENDCo and/or head teacher

The Teaching Assistant will work with students who have a Statement of Special Educational Needs, those who are deemed to require additional support (All Stages) and those within the DSP (Autism), assisting the students, under the direction of the class teacher, in following educational programmes and activities. Keeping appropriate records of students’ performance and to carry out other special needs duties as required by the class teacher. Encouraging the students to develop life skills and enable them to develop independent learning skills. Respect the confidentiality of information relating to the school and its students.

# Job Description

# Prime Objectives of the Post

To undertake work/care/support programmes, to enable access to learning for students and to assist the teacher in the management of students in classroom. Work may be carried out in the classroom or outside the main teaching areas.

# Specific Responsibilities

1. Supervisory/Managerial Responsibilities:

* Assisting as a member of the classroom team in the supervision of students on work experience, trainees and voluntary helpers with whom the postholder is working.

1. Supervision and Guidance:

* To work under the direction/instruction of senior staff.

**Range of Decision Making:**

1. To make decisions using initiative within established working practices and procedures. The postholder will be expected to use good common sense and initiative in all matters relating to:

* The conduct and behaviour of individuals, groups of students and whole classes.
* The correct use and care of materials by individual and small groups of students
* The safety, mobility (if required), hygiene and well being of students.

1. Responsibility for Assets, Materials etc:

* To maintain the confidential nature of information relating to the school, its students, parents and carers.
* The provision, use and storage of equipment and materials used by students with whom the post holder is working and a general responsibility for the care of all equipment and materials within the classroom/designated area of the school.

1. Contacts:

* Internal at all levels, parents/carers, Governors, community groups, health, social services, police, local education authority, Education Bradford, contractors, external agencies.

### Range of Duties

#### Support for Students:

* Supervise and provide particular support for DSP students and others with special needs, ensuring their safety and access to learning activities.
* Assist with the safety, mobility (if required), hygiene and general well being of students.
* Establish constructive relationships with students and interact with them according to individual needs.
* Promote the inclusion and acceptance of all students.
* Encourage students 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 students in relation to progress and achievement under guidance of the teacher.
* Assist with the development and implementation of Individual Education/Behaviour Plans, My Support Plans, My Support Plans+ and Personal Care programmes.

1. Support for the Teacher:

* Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students’ work.
* Provide detailed and regular feedback to teachers on students’ achievements/progress as directed.
* Promote good student behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
* Establish constructive relationships with parents/carers.
* Provide administrative support
* Use strategies, in liaison with the teacher, to support students to achieve learning goals.
* Assist with the planning of learning activities.
* Administer routine tests and invigilate exams.

1. Support for the Curriculum:

* Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to student responses.
* Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years recording achievement and progress and feeding back to the teacher.
* Support the use of ICT in learning activities and develop students’ competence and independence in its use.
* Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use.

1. Support for the School:

* 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.
* Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
* Contribute to the overall ethos/work/aims of the school.
* Appreciate and support the role of other professionals.
* Attend and participate in relevant meetings as required.
* Participate in training and other learning activities and performance development as required.
* Assist with the supervision of students out of lesson times, including before and after school and at lunchtimes.
* Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of a teacher.
* To support and uphold Equal Rights policies and practices in respect of both employment issues and the delivery of services to the community.

**Person Specification**

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| **Qualifications and experience** | | |
|  | **Essential** | **Desirable** |
| **Education and Training** | * Good standard of education – 5 GCSE’s or equivalent. | * Level 3 Teaching Assistant qualification |
| **Experience** | * Experience of working with young people | * Experience of working in a secondary school * Experience of working within special educational needs and disabilities |
| **Professional knowledge** | | |
| **Safeguarding** | * Thorough knowledge and understanding of safeguarding children. |  |
| **Professional skills** | | |
| **Ethos** | * A holistic approach to the well-being and education of pupils. * The ability to challenge and engage children in their learning through creative opportunities, with high levels of expectations of all learners. |  |
| **Professional attributes** | | |
| **Relationships** | * Ability and willingness to work collaboratively and supportively within the school team. * Able to inspire confidence and respect amongst colleagues and the school community. * Builds effective and professional working relationships with parents, staff, Governors and the wider community. |  |
| **Attitude** | * Is committed to their own professional development. * Is a creative thinker, who strives to embed innovative practice and strategies to improve learning for pupils. * Consistently reflects the highest levels of professionalism as a role model at all times and demonstrates the school’s aims and values at all times. |  |

The difference between Level 2 and Level 3 is exemplified but not limited to the following:

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| **Level 2** | |
| STL1 | Provide support for learning activities |
| STL2 | Support children’s development |
| STL3 | Help to keep children safe |
| STL4 | Contribute to positive relationships |
| STL5 | Provide effective support for your colleagues |
| STL6 | Support numeracy and literacy activities |
| STL7 | Support the use of information and communication technology for teaching and learning |
| STL9 | Observe and report on pupil performance |
| STL12 | Support a child with disabilities or special education needs |
| STL16 | Provide displays |
| STL17 | Invigilate tests and examinations |
| STL19 | Promote positive behaviour |
| STL60 | Liaise with parents, carers and families |
| STL33 | Provide literacy and numeracy support to enable pupils to access the wider curriculum |
| STL37 | Contribute to the prevention and management of challenging behaviour in children and young people |
| STL39 | Support pupils with communication and interaction needs |
| STL40 | Support pupils with cognition and learning needs |
| STL41 | Support pupils with behaviour, emotional and social development needs |

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| **Level 3 – in addition to or developing from all Level 2 standards** | |
| STL8 | Use information and communication technology to support pupil’s learning building on STL7 |
| STL18 | Support pupil’s learning activities building on STL1 |
| STL20 | Develop and promote positive relationships building on STL4 |
| STL21 | Support the development and effectiveness of work teams |
| STL22 | Reflect on and develop practice |
| STL23 | Plan, deliver and evaluate teaching and learning activities under the direction of a teacher |
| STL24 | Contribute to the planning and evaluation of teaching and learning activities |
| STL25 | Support literacy development building on STL6 |
| STL26 | Support numeracy development building on STL6 |
| STL29 | Observe and promote pupil performance and development building on STL 9 |
| STL30 | Contribute to assessment for learning |
| STL31 | Prepare and maintain the learning environment |