



MENSTON PRIMARY SCHOOL

FIXED TERM SEN TEACHING ASSISTANT

CANDIDATE BROCHURE



Moorlands Learning Trust is an equal opportunities employer and is committed to the protection and safeguarding of children and young people in our recruitment procedures and in all our work across and beyond the Trust. The Trust adheres to statutory guidelines in respect to safer recruitment including social media checks on all shortlisted candidates. All persons employed by the Trust, in any capacity, will undergo an enhanced Disclosure and Barring Service (DBS) check, and confirmation of employment is subject to a successful outcome. All teaching staff members recruited by the Trust have their eligibility to teach checked with the DfE.



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Key Facts and Statistics

Type of School Academy Primary School

Location Menston, West Yorkshire

Denomination None

Age Range 4 to 11 Years

Co-Educational or
Single Sex Co-educational

Number of Children 390

Number of Teaching
Staff 17

% of Children with
SEN 15.5%

% of English as an
Additional Language 2%

% of Children on Free
School Meals 3.1%

School Awards





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Our School

At Menston Primary School, we provide the children with a high-quality inclusive education and pride ourselves on our team ethos, our care for our children and our partnerships with families.

As a team, we work to foster a lifelong love for learning. Everything we do is centred around the children and their right to be encouraged, to achieve, to find their talents, to enjoy learning and to succeed in whatever they choose. We strive to create an environment that allows children to enjoy learning within a happy and caring environment.



Our History

There has been a village school on our site since Victorian times. In the 1960's a 'new' infant school was added to the site, and in 2004 a third building was added which houses three classrooms and our before and after school 'Care Club'.

Our Environment

Our beautiful, extensive grounds include two fields with all-weather running tracks, three playgrounds, a ball court, a woodland/den building area, a minibeast area, a pond and two polytunnels which are used as outdoor classrooms. We have a strong commitment to outdoor learning for all of our children as we know that this benefits their mental and physical health, as well as teaching them to be guardians of their world. All of our children have regular, planned outdoor learning experiences throughout their whole time at school.



We are proud of our warm and positive learning environment. Our classrooms are well equipped and our teachers are innovative and creative. They love to inspire our children!

As well as working to deliver a broad and relevant education, the school is developing a curriculum which promotes the STEM subjects of Science, Technology, Engineering and Maths alongside regular, planned outdoor learning.



Our Ethos

We believe that teaching children how best to learn in different situations is as important as the subject specific knowledge they all need to acquire. Because of this we encourage our children to take increasing control over their own learning, to coach each other and to peer and self-assess where this is appropriate. As a result, each day our children grow more confident and independent and they are able to take on more responsibility for their own learning.



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Job Description – FIXED TER SEN TEACHING ASSISTANT

Position	SEN Teaching Assistant
Job Type	Fixed Term to 31 August 2025, in the first instance
Hours	20 hours per week, Term Time Only
Salary	Scale 3, SCP 5-6
Start Date	As soon as possible

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. Moorlands Learning Trust/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.
4. Moorlands Learning Trust /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 assist in promoting the learning and personal development of the pupil to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

1. To aid the pupil to learn as effectively as possible both in group situations and on their own by, for example:
 - Clarifying and explaining instructions
 - Ensuring the pupil is able to use the equipment and materials provided
 - Motivating and encouraging the pupil as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs



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- Assisting in specific areas, e.g. speech and language, reading, spelling, numeracy, handwriting etc
 - Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task for periods of time commensurate with their development
 - Liaising with class teacher, SENCO and other professionals about the Education, Health and Care Plan (EHCP), contributing to planning and implementing the provision outlined in the EHCP for the identified child.
 - Providing additional nurture to individuals when requested by the class teacher or SENCO
 - Consistently, positively and effectively implementing agreed behaviour management strategies
 - Helping to make appropriate resources to support the pupil
 - Establishing positive and supportive relationships with the pupil and their parents
 - Promoting the acceptance and inclusion of the pupil with SEND, encouraging pupils to interact with each other in appropriate and acceptable ways
2. Monitor the pupil's response to the learning activities and, where appropriate, modify or adapt the activities in the moment to achieve intended learning outcomes.
 3. Give positive encouragement, feedback and praise to reinforce and sustain the pupil's efforts and develop self-reliance and self-esteem.
 4. Record the pupil's learning achievements under the direction of the class teacher and SENDCo
 5. Support the pupil in developing social skills both in and out of the classroom
 6. Use appropriate ICT in learning activities and with specific programmes to support learning
 7. Provide regular feedback on the pupil's learning and behaviour to the teacher/SENDCo.
 8. Under the direction of the teacher and SENDCo, carry out and report on systematic observations of the pupil to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
 9. Be aware of confidential issues linked to home/pupil/teacher/school
 10. Take part in training activities offered by the school to further knowledge and skills of working with a child with identified special educational needs
 11. Support the child in less structured social situations, including in the playground
 12. Accompany the pupil on educational visits which take place within the school day
 13. May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description



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Duties:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- 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.
- 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 with the development and implementation of Education, Health and Care Plans and Intimate 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.
- 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.
- Prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the child's needs. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- 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, reporting challenging behaviour where appropriate in line with established policy.
- 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.
- Provide clerical/administrative support as directed by the teacher.



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- In respect of local and national learning strategies, will support pupils to achieve learning goals as directed by the teacher.
- Support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use.
- Participate in own performance development, identify and address any training needs/other learning activities.
- Assist with the supervision of pupils out of lesson times, including at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities.

Knowledge and Skills:

(See also Personnel Specification)

- Will contribute to the overall ethos/work/aims of the school
- Will appreciate and support the role of other professionals
- Will 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

Environmental demands/Working Conditions:

- May have long periods of sitting or standing.
- Should be physically able to support active children in day-to-day provision
- 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.
- 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.



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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 General Data Protection Regulations 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



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Person Specification – L2 Teaching Assistant

	ESSENTIAL (E)/DESIRABLE (D)
Experience:	<ul style="list-style-type: none"> • Experience of working in a team situation. (E) • Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities. (E) • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. (E)
Qualifications/ Training:	<ul style="list-style-type: none"> • GCSE English and Maths, grade C/4 or above (or equivalent e.g. Adult Literacy/Numeracy/Functional Skills at level 2). (E) • In addition to GCSE English and Maths, other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare, first aid qualification. (D) • Evidence of further training/development and/or willingness to participate in further training and development opportunities. (E)
Knowledge/ Skills:	<ul style="list-style-type: none"> • Relevant SEND knowledge and training (D) • Will possess knowledge of the school's relevant procedures or practices. (D) • Will have an outline understanding of relevant legislation. (D) • Will have knowledge of some of the policies covering their service area. (D) • Problem solving skills. (E) • Good communication skills. (E) • Exercising advisory, guiding, negotiating and persuasive skills at a developed level. (E) • Good numeracy/literacy skills. (E) • Basic ICT skills. (E) • An understanding of the needs of a multicultural society. (E)



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- An understanding of some of the issues relating to pupils who have additional learning needs, more able and special educational needs. (E)
- Knowledge of childcare. (D)
- Awareness of child development. (E)
- Knowledge and commitment to schools Equality policy. (E)
- Ability to relate well to pupils and adults. (E)
- Ability to work constructively as part of a team. (E)
- Ability to remain calm under pressure. (E)
- Demonstrate a commitment to working with children of the relevant age. (E)
- Demonstrate good co-operative, interpersonal and effective listening skills. (E)
- 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)

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We would strongly encourage interested candidates to visit our website at <https://menstonprimary.co.uk/> for more information about our wonderful school.

In your personal statement we are looking for you to highlight your particular strengths and relevant experience that would make you suitable for this post and ways in which you think you could make a positive wider contribution to our school.

Completed application forms should be returned via Prospects Online

Note: we are unable to accept CVs

Please contact Hannah Veil at recruitment@menston.mlt.co.uk if you have any questions relating to this post.

Closing Date for the post: Midnight on Sunday 9 February 2025.

Interviews and recruitment tasks will be held in school on Thursday 13 February 2025.

If you do not hear from us within 7 days of the closing date you should assume you have not been shortlisted for this post.

A copy of our Privacy Notice for applicants can be accessed [here](#).

To view our latest Ofsted report please click [here](#).