



# **SEN Teaching Assistant**

**Recruitment Pack  
November 2020**

## WELCOME MESSAGE

Dear Applicant,

Thank you for your interest in applying for our vacancy for a SEN Teaching Assistant.

This is an exciting opportunity to join our supportive and professional team of staff at a very exciting stage in the school's development, and work within our innovative year group.

Unfortunately, we cannot offer any pre application visits to the school in the current circumstances, but you are welcome to telephone us with any specific questions you may have and all shortlisted candidates will be offered a face to face interview.

Applications must be returned to the school office either in hard copy or by email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk) by 4.00pm on Monday 2<sup>nd</sup> November 2020. You will be notified by the end of the day on Wednesday 4<sup>th</sup> November 2020 if you have been invited to interview. Interviews will take place on Tuesday 10<sup>th</sup> November 2020.

We wish you every success with your application.

Regards,

Miss T Cooper  
Head Teacher

## ADVERTISEMENT

**POST:** SEN Teaching Assistant

**Advert Date:** Friday 16<sup>th</sup> October 2020

**Salary:** Level 3, Grade D SCP 8-11 (Actual salary £15,203 - £16,134)

**Closing Date:** 4.00pm Monday 2<sup>nd</sup> November 2020

**Contract:** 32.5 hr/week, Term time only +PD days. Permanent contract

**Short Listing Date:** Wednesday 4<sup>th</sup> November 2020

**Required for -** Asap

**Interview Date:** Tuesday 10<sup>th</sup> November 2020

***Are you committed to making a real difference to the lives of the children at SBPS?  
Are you ready for a new challenge? If so, we need you!***

We are seeking to appoint a highly skilled, motivated and caring SEN TA who will make learning fun, always put children first and is committed to making a real difference to the lives of the children in our school.

The successful candidate will be a member of our Additional Resource Base teaching team, working primarily in our Special Educational Needs unit, which caters for children with a range of complex needs.

**The successful candidate will:**

- Have extensive experience of supporting children to ensure teaching and learning is the key priority and that accelerated progress is made so that our children reach national expectations.
- Actively engage parents and carers in their child's education and seek opportunities to break down the children's barriers to learning.
- Be a creative, driven and flexible individual who is committed to ensuring children achieve their potential.
- Work alongside the class teacher to deliver teaching and learning initiatives that deliver highly personalised learning.
- Have excellent subject knowledge and be able to communicate this to children so that they are able to understand and learn.
- Be resourceful, adaptable, resilient and an excellent communicator that is a highly motivated individual with a commitment to securing the best outcomes possible for our children
- Be prepared to go the extra mile for our children and families
- Make a significant contribution to the wider work of the school

**What we can offer:**

- Enthusiastic, friendly and well-behaved children
- Hard-working, dedicated colleagues
- The opportunity to work as part of an ambitious and forward-thinking teaching team
- Support for your future through quality professional development opportunities.
- Supportive governors.

Applications are invited from prospective candidates who are able to demonstrate that they meet the essential criteria set out in the person specification.

Our school is committed to the safeguarding and welfare of all pupils and expects all staff and volunteers to share this commitment. Safer recruitment practice and pre-employment checks will be undertaken before any appointment is confirmed. The post is subject to satisfactory completion of pre-employment checks including an Enhanced DBS Disclosure check.

## JOB DESCRIPTION

**Post Title:** Teaching Assistant

**Job Purpose:** LEVEL 3, Grade D, Scale Point 8-11

To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individual groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Cover Supervisors will need to respond to questions and generally assist pupils to undertake set activities. To provide support in addressing the needs of pupils who need particular help to overcome barriers to learning

### RESPONSIBILITIES

#### Support for Pupils

- Use specialist (curricular/learning) skills/training/experience to support pupils and provide pastoral support
- Receive and supervise pupils excluded from, or otherwise not working to, a normal timetable
- Assist with the development and implementation of IEPs and Behaviour/Support/Mentoring Plans
- Participate in comprehensive assessment of pupils to determine those in need of particular help
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to all their individual/special needs
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance whilst attending to pupils' personal needs and providing advice to assist in their social, health and hygiene development
- Provide feedback to pupils in relation to progress, achievement, behaviour, attendance
- Develop 1:1 interventions for pupils and provide support for distressed pupils
- Promote the speedy/effective transfer of pupils across phases/integration of those who have been absent
- Provide information and advice to enable pupils to make choices about their own learning/behaviour/attendance
- Challenge and motivate pupils, promote and reinforce self-esteem
- Deliver highly personalised sensory programmes to support individual pupils

#### Support for the Teacher

- Liaise with feeder schools and other relevant bodies to gather pupil information
- Work with the teacher to establish an appropriate learning environment supporting pupils' access to learning using appropriate strategies, resources etc.
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses and progress towards learning activities and action plans through observation and planned recording of achievement against pre-determined learning objectives
- Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
- Undertake marking of pupils' work and accurately record achievement/progress

- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour and assist in the development and implementation of appropriate behaviour management strategies
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
- Establish constructive relationships with parents/carers, exchanging information, facilitating their support for their child's attendance, access and learning and supporting home to school and community links
- Assist in the development, implementation and monitoring systems relating to attendance and integration

### **Support for the Curriculum**

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies eg literacy, numeracy. KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Help pupils to access learning activities through specialist support
- Determine the need for, prepare and maintain general and specialist equipment and resources
- Be aware of and appreciate a range of activities, courses, organisations, and individuals to provide support for pupils to broaden and enrich their learning

### **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 pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- Attend and participate in regular meetings
- Participate in training and other learning activities as required
- Recognise own strengths and areas of expertise and use these to advise and support others
- Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
- Undertake planned supervision of pupils' out of school hours learning activities
- Implement planned supervision of pupils out of school hours
- Supervise pupils on visits, trips and out of school activities as required
- Show a duty of care and take appropriate action to comply with health and safety requirements at all time

## PERSONAL SPECIFICATION

Shortlisting is a 2 stage process - Applications are initially assessed against the following criteria:

1. Overall presentation and completeness of application
2. Use of standard English
3. Grammatical accuracy

**Applications that meet the initial criteria will be shortlisted against the Person Specification**

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> <li>• NVQ level 3 or equivalent</li> <li>• Very good literacy &amp; numeracy skills</li> <li>• Training in the relevant strategies suitable to post eg: literacy and numeracy interventions, dyslexia, sensory, behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate first aid training</li> <li>• Current clean driving licence with business insurance</li> <li>• Minibus licence</li> <li>• Food hygiene certificate</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Minimum of 3 years' experience of supporting SEN teaching and learning in Key Stage One/Key stage two.</li> <li>• Support children with overcoming barriers to learning by providing personalised intervention programmes.</li> <li>• Experience of delivering, and personalising, literacy and numeracy interventions and evidence to show accelerated progress as a result of this support.</li> <li>• Proven ability to amend learning opportunities to meet individual needs and cater for children's learning styles.</li> <li>• Experience of working with pupils with additional needs – learning, emotional, social and behavioural</li> <li>• Demonstration of high expectations of pupils' achievements and behaviour.</li> <li>• A good knowledge and understanding of the curriculum and new assessment framework.</li> <li>• Able to personalise learning to meet the needs of all pupils with SEND.</li> <li>• An awareness of safeguarding and Child Protection issues</li> <li>• Proven successful behaviour management with a wide range of strategies and techniques</li> <li>• Delivering CPD to staff teams</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with more complex SEN in a range of settings.</li> <li>• Experience of working in KS2/KS1/EY</li> <li>• Evidence of relevant &amp; ongoing Professional Development.</li> <li>• Knowledge and understanding of supporting the successful integration of children from different backgrounds</li> </ul>
Training	<ul style="list-style-type: none"> <li>• Team Teach trained or a willingness to undertake training</li> <li>• Well informed about current developments in education and in raising standards</li> <li>• Commitment to further training to improve teaching and learning and personal skills</li> <li>• Good working knowledge and understanding of the SEN code of practice</li> </ul>	<ul style="list-style-type: none"> <li>• Support the team in the writing of IEP's and provision maps</li> </ul>
Personal	<ul style="list-style-type: none"> <li>• Able to work flexible hours and under pressure</li> <li>• A calm and caring nature in dealing with the challenges of the role</li> <li>• An ability to communicate effectively with parents/carers, staff and other professionals</li> <li>• Good at taking initiative and lead by example to support others</li> <li>• Able to set &amp; sustain high standards in all areas</li> <li>• A willingness &amp; ability to support the wider life of the school community.</li> <li>• Commitment to the spiritual, moral, social and cultural development of pupils.</li> <li>• Commitment to maintain values and ethos that nurture and safeguard children.</li> <li>• A commitment to participate fully in the performance management cycle.</li> </ul>	
Skills, knowledge & understanding	<ul style="list-style-type: none"> <li>• Good verbal and written communication skills.</li> <li>• Experience of supporting transition between key stages eg; KS1 to KS2 and KS2 to KS3</li> <li>• Able to work as an effective member of a team or under own initiative.</li> <li>• Proven ability to monitor, evaluate and develop assessment strategies, set targets and provide appropriate feedback to progress learning.</li> <li>• Skills in using, supporting &amp; implementing assessment strategies to inform judgements and apply information to next steps</li> <li>• Demonstrate effective use of ICT in T &amp; L.</li> <li>• Ability to self evaluate learning needs and actively seek learning opportunities</li> <li>• Understanding of principles of child development and learning processes and in particular, barriers to learning</li> <li>• An ability to understand and interpret an appropriate range of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of PIVATS 5 assessments, or equivalent</li> </ul>

	<ul style="list-style-type: none"> <li>• Knowledge of School Improvement requirements and the Inspection Framework.</li> <li>• Work constructively as part of a team understanding classroom roles and responsibilities and your own position within these</li> <li>• In depth knowledge of a wide range of SEN, including ASD, ADHD, MLD, Speech, Visually impaired, Dyslexia, Dyscalculia</li> </ul>	
--	--	--

## SAFER RECRUITMENT

The safe recruitment of staff in schools is the first step to safeguarding and promoting the welfare of the children in education.

The school recognises the value of, and seeks to achieve a diverse workforce which includes people from different backgrounds and different skills and attributes. The school is committed to ensuring that the recruitment and selection of all who work within the school is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. The school will uphold its obligations under law and national collective agreements not to discriminate against applicants for employment on the grounds of age, sex, sexual orientation, marital status, disability, race, colour, nationality, ethnic origin, religion or creed.

All posts within the school are exempt from the Rehabilitation of Offenders Act 1974 and therefore all applicants will be required to declare spent and unspent convictions, cautions and bind-overs, including those regarded as spent and will be subject to an Enhanced Disclosure and Barring Service check with barred list information.

### Applications

Applications will only be accepted if they are made on the South Bank Primary School application form included in your pack. All sections of the form must be completed.

#### Applications can be submitted:

- By email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk)
- By post or hand delivered to South Bank Primary School, Poplar Grove, South Bank, Middlesbrough TS6 6SY.

The school requires candidates to account for any gaps or discrepancies in employment history on this application form. Where an applicant is shortlisted, these gaps will be discussed at interview.

Applicants should be aware that by submitting an application they are agreeing that the information given is true and correct and that any offer of employment will be made on this basis. Where it is found that false information has been provided this could result in the application being withdrawn or summary dismissal if the applicant has been selected and employment has commenced. This may also result in referral to other professional regulatory bodies where appropriate.

### References

- Two references will be sought, one of which must be from current or most recent employer.
- References for shortlisted candidates will be requested prior to interview for all shortlisted candidates. References are requested on a standard template approved by our HR provider.
- The School does not accept open references, testimonials or references from relatives, a partner or people writing solely in the capacity as a friend.

Only references from a trusted authoritative source will be acceptable. References will always be sought and obtained directly from the referee.

Reference requests will specifically ask:

- About the referee's relationship with the candidate.
- Whether the referee is completely satisfied that the candidate is suitable to work with children and, if not, for specific details of the concerns and the reasons why the referee believes that the person might be unsuitable.

Referees will also be asked to confirm details of:

- The applicant's current post, salary and attendance record.
- Performance history and conduct.
- Any disciplinary procedures in which the sanction is current
- Any disciplinary procedures involving issues related to the safety and welfare of children, including any in which the sanction has expired and the outcome of those details of any allegations or concerns that have been raised that relate to the safety and welfare of children or behaviour towards children and the outcome of these concerns.

References will be compared to the application form to ensure that the information provided is consistent. Any discrepancies will be taken up with the applicant at interview.

Any information about past disciplinary action or allegations will be considered in the circumstances of the individual case.

### **Self-declaration of convictions by job applicants**

The school's policy is to require shortlisted applicants for all posts (including volunteers) to declare all criminal convictions whether "spent" or "unspent" and include any cautions, reprimands or warnings and pending prosecution.

The disclosure of any convictions, cautions, reprimands or warnings or pending cases will not necessarily prevent employment but will be considered in the same way as positive DBS disclosures.

## **SHORTLISTING**

Before the closing date, a panel will be created that may include at least one governor where appropriate.

Shortlisting is a 2 stage process - Applications are initially assessed against the following criteria:

2. Overall presentation and completeness of application
3. Use of standard English
4. Grammatical accuracy

Applications that meet the initial criteria will proceed to be shortlisted against the Person Specification.

Selection for interview will be decided entirely on the contents of your application form. Please read the job description and person specification carefully before completing your form.

## **SELECTION**

The shortlisting panel will then conduct the face to face selection process.

For this position, the selection process will consist of a face to face interview

The panel will agree the questions to be asked of each candidate and the assessment criteria to be used. In addition to exploring the candidate's suitability for the post, the panel will explore:

- the interviewees' attitude towards children and young people
- the interviewees willingness and ability to support the School's commitment to safeguarding and promoting the safety and welfare of children and young people

- any unexplained gaps in the candidate's employment history
- any other concerns or discrepancies arising directly from the interview

Once all interviews are completed, the panel will score the applicants on the selection activities to determine the successful candidate. When a decision has been made with regard to the appointment(s), candidates will be informed by telephone.

## SAFEGUARDING

Keeping children safe is our number one priority. We ensure that the safety and wellbeing of every child is at the centre of every decision we make.

'Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.' Working Together to Safeguard Children DfE 2019

South Bank Primary School pays full regard to the DfE guidance 'Working Together to Safeguard Children, 2018' and 'Keeping Children Safe in Education, September 2020.

Our school's Child Protection Policy applies to all adults, including volunteers.

Our Child Protection Policy requires all staff to be fully informed about their responsibilities in relation to Child Protection. This includes being aware of signs and symptoms which may suggest that a child is coming to harm, the various types of safeguarding issues that we may face as educators of children and who to speak to if they have a concern about a child or member of staff.

**If you have any questions, please contact the school office by telephone on 01642 453451 or by email to [office@southbankprimary.co.uk](mailto:office@southbankprimary.co.uk).**