

Preston Primary School

## 2 x Level 3 SEND Teaching Assistants



**Pay Scale:** Scale Point 14-17 (£19,978 - £21,027 Actual Salary) plus SEND allowance

**Contracts:** Permanent Contracts - 30 hours per week, Term Time Only + 5 PD days

**Required from 2<sup>nd</sup> September 2024**

We are looking for a dedicated, passionate professional who cares about making a difference to children's lives, from the very beginning of their educational journey. This is a rare opportunity to join the Preston family as we expand and grow our SEND provision. As a community we pride ourselves on giving the very best education to every child within our care.

This key role will see you work within our new SEND base with children who have communication needs and who communicate in different ways. You will need to have patience and love in high quantities and be prepared to work as part of our dedicated SEND team and be prepared to undertake further training to ensure that we offer a first class educational experience.

In order to meet the demands of this role you will need to

- 👉 Be an experienced and dedicated professional with a background in SEND and inclusion
- 👉 Have a desire to make a difference to some of the most vulnerable children in society
- 👉 Love working with children; being able to forge positive relationships quickly and become a trusted adult during their first steps in to school
- 👉 Be kind and will embody our school motto: *'Mighty Oaks from Tiny Acorns Grow'*
- 👉 Work well as part of a team, whilst also being able to use your own initiative to get things done

If you think this sounds like you and is a role you could succeed in, please look carefully at the following documentation and complete the application form.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. The post is subject to a successful DBS clearance (certificate of disclosure form from the Disclosure and Barring Service). Pre-employment checks including an online and social media search (KCSIE) will be undertaken before an appointment is confirmed.

Visits to school are warmly welcomed and these will be held on Thursday 6<sup>th</sup> June at 4pm or Monday 10<sup>th</sup> June at 4pm. Please book onto one of these visits by contacting the school office on 01642 784735

Please return completed applications directly to: [enquiries@prestonprimary.co.uk](mailto:enquiries@prestonprimary.co.uk)

**Closing date:** Friday 14<sup>th</sup> June 12 noon.

**Shortlisting:** Monday 17<sup>th</sup> June

**Interviews:** Friday 28<sup>th</sup> June / Monday 1<sup>st</sup> July



## Job Description

<b>POST:</b>	<b>SEND Teaching Assistant (GTA)</b>
<b>GRADE:</b>	Scale Point 14 - 17
<b>RESPONSIBLE TO:</b>	Head Teacher / Senior Management Team
<b>STAFF MANAGED:</b>	None
<b>JOB PURPOSE:</b>	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement agreed work programmes with individuals/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. This may include providing support 1 to 1 support in addressing the needs of pupils who need particular help in overcoming barriers to learning. 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.

### ACCOUNTABILITIES / MAIN RESPONSIBILITIES

<b>Supporting Learning &amp; Development</b>	<ul style="list-style-type: none"> <li>• Cover short term teacher absence, communicate pupil work as planned by the classroom teacher and manage pupil behaviour.</li> <li>• Within an agreed system of supervision, plan teaching and learning objectives, prepare and deliver learning activities and evaluate and adjust lessons/work plans according to pupil responses/needs.</li> <li>• Monitor, record and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives.</li> <li>• Interact with pupils in ways that support the development of their ability to think and learn and work independently.</li> <li>• Support the development and implementation of appropriate behaviour management strategies, to anticipate and manage behaviour constructively, promoting self-control and independence.</li> <li>• Support pupils in their social and emotional wellbeing and develop and implement related social, health and physical programmes.</li> <li>• Take account of the effects of different parenting approaches, background and routines and be involved in home school liaison.</li> <li>• Encourage and motivate pupils to promote independence and resilience and increase self-esteem.</li> <li>• Participate in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc.</li> <li>• Accompany educational visits, with the class teacher, and other activities outside of the classroom, supervising the pupils.</li> <li>• Provide supervision during breaks as required.</li> <li>• Support and facilitate meaningful and productive child-initiated play during the school day.</li> <li>• Support children on a 1 to 1 basis who have complex needs.</li> </ul>
--	--

	<ul style="list-style-type: none"> <li>• Provide specialist care and support to children with medical needs, including intimate care and planned therapeutic interventions.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>• Establish rapport and respectful, trusting relationships and communicate effectively with children, their families and carers, and other agencies / professionals.</li> <li>• Communicate effectively with all children, families, carers and other agencies / professionals.</li> </ul>
<b>Sharing Information</b>	<ul style="list-style-type: none"> <li>• Share information confidentially about children with teachers and other professional as required.</li> <li>• Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality.</li> <li>• Participate in staff meetings.</li> </ul>
<b>Safeguarding and Promoting the Welfare of Children/Young People</b>	<ul style="list-style-type: none"> <li>• Carry out tasks associated with children' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence.</li> <li>• Be responsible for promoting and safeguarding the welfare of children in line with policy and legislation, raising concerns as appropriate.</li> </ul>
<b>Administration/Other</b>	<ul style="list-style-type: none"> <li>• Prepare classroom materials and learning areas and undertake minor clerical duties e.g. photocopying and displaying children's work.</li> <li>• Support the use of ICT and adhere to relevant policies.</li> <li>• Participate in appraisal, training and other learning activities.</li> </ul>
<b>Data Protection</b>	<ul style="list-style-type: none"> <li>• To comply with the Lingfield Education Trust's policies and supporting documentation in relation to GDPR.</li> </ul>
<b>Health &amp; Safety</b>	<ul style="list-style-type: none"> <li>• Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.</li> <li>• Work with colleagues and others to maintain health, safety and welfare within the working environment.</li> </ul>
<b>Equalities</b>	<ul style="list-style-type: none"> <li>• Promote inclusion and acceptance of all children within own area of responsibility work in accordance with the aims of the Equality Policy, treating individuals with respect for their diversity, culture and values.</li> </ul>
<b>Lingfield Education Trust</b>	<ul style="list-style-type: none"> <li>• To comply with wider Trust policies and procedures as well as Health and Safety policies, organisations statements and procedure, report any incidents/accidents/hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.</li> </ul> <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Local Governing Body may determine.</i></p> <p><b>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</b></p>

	The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.
Date of Issue:	May 2024

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.*

The post will be based in Preston Primary School however, the Trust reserves the right to require you to work at other schools in the Trust depending on the needs of the business. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career p

gression.

## PERSON SPECIFICATION | SEND Teaching Assistant



Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• An awareness of child/young person's development and learning (AF / I / R)</li> <li>• An understanding that children/Young people have differing needs (AF / I / R)</li> <li>• A good knowledge and understanding of SEN (AF / I / R)</li> <li>• Knowledge of Child Protection and Health &amp; Safety policies and procedures (AF / I / R)</li> <li>• Understanding of how to cover classes, under the direction of teacher, for the purposes of short term absence (AF, I, R)</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of child development and learning processes (AF / I / R)</li> <li>• Knowledge of Behaviour management techniques (AF / I / R)</li> <li>• Knowledge of inclusive practice (AF / I / R)</li> </ul>
<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Recent and relevant experience of working with children within an education setting (AF)</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with wider services including SEND services, health and social care, parents and carers to improve outcomes for pupils with SEND</li> </ul>
<p><b>Occupational Skills</b></p> <ul style="list-style-type: none"> <li>• Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers (AF / I / R)</li> <li>• Good reading, writing and numeracy skills (AF / C)</li> </ul>	
<p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>• Willingness to participate in relevant training and development opportunities (AF)</li> <li>• NVQ Level 3 or equivalent qualification in relevant discipline OR appropriate experience, preferably as a Teaching Assistant (AF)</li> <li>• Grade C English and maths at GCSE or equivalent (AF,C)</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate paediatric first aid training (C)</li> <li>• British Sign Language Qualification</li> </ul>

<b>Essential upon appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> <li>• Additional qualifications / training in relation to SEN or child development/education. (AF / C)</li> <li>•</li> </ul>	
<p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Friendly, approachable and professional manner (I)</li> <li>• Calm approach (I / T)</li> <li>• A commitment to working as part of the whole school team and supporting the vision and aims of the school (I)</li> <li>• High expectations of all pupils; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements (AF)</li> <li>• Ability to build and maintain successful relationships with pupils; treat them consistently, with respect and consideration, and demonstrate concern for their development as learners (R)</li> <li>• Ability to work effectively on a 1 to 1 basis with children who have SEMH needs</li> <li>• Demonstrate and promote the positive value, attitudes and behaviour they expect from the pupils with whom they work (R/ I/ T)</li> <li>• Ability to liaise sensitively and effectively with parent and carers, recognising their role in pupils learning (R)</li> </ul>	<ul style="list-style-type: none"> <li>• Able to improve their own practice through observations, evaluation and discussion with colleagues (I)</li> </ul>
<p><b>Other Requirements</b></p> <ul style="list-style-type: none"> <li>• To be committed to the school's policies and ethos (AF, I, T)</li> <li>• To be committed to Continuing Professional Development (AF, I, R)</li> <li>• Motivation to work with children and young people (AF, R, I)</li> <li>• Ability to form and maintain appropriate relationships and personal boundaries with children and young people (AF, R, I)</li> <li>• Emotional resilience in working with challenging behaviours and attitudes (AF, R, I)</li> <li>• Ability to use authority and maintaining discipline (AF, R, I)</li> <li>• Enhanced DBS (D)</li> </ul>	

<b>Essential upon appointment</b>	<b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)
<ul style="list-style-type: none"> <li>The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post (I)</li> </ul>	

Key – Stage identified	
AF	Application Form
C	Certificates
O	Observation
I	Interview
T	Task
R	References
D	DBS Disclosure

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory reference

