



Level 3 SEND Teaching Assistant
Tees Valley Education

Job Ref: DPA112

September 2020



TEES VALLEY
EDUCATION
www.teesvalleyeducation.co.uk

Level 3 SEND Teaching Assistant



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Status: Permanent

Required: November 2020

Salary: £22,021 - £22,911 per annum (Pro Rata £17,918 - £18,642)* Subject to 20/21 pay award

Hours: 35 hours per week, term time only + 5 days

Closing Date: Monday 5th October 2020 at 9:00am

Shortlisting: Tuesday 6th October 2020

Interviews: Friday 9th October 2020

Dormanstown Primary Academy is seeking to appoint a pro-active, enthusiastic, energetic and reliable Level 3 SEND Teaching Assistant to join the Tees Valley Education Trust. This position would be to work with children from Reception to Year 6. As a Level 3 SEND Teaching Assistant, you will work alongside the class teacher, helping pupils to get the most out of their learning and supporting individuals or groups of pupils.

We are looking for people who have experience of, or a genuine interest in, working with children with complex SEND, are interested in their development and learning and have good organisational and communication skills. We ask that all staff working with our children hold qualifications in English and mathematics that are at least equivalent to GCSE grade 'C'. Qualification as a teaching assistant (or equivalent) is essential.

In return, we can offer you the opportunity to join a successful academy within a well-established trust. Both the trust and academy have a strong inclusive ethos and an inherent drive for quality. Dormanstown Primary Academy is dedicated to delivering outstanding inclusive practice through a culture of co-production, experiential learning and growth, where parents and professionals work together to support the holistic development of the child. Our children are proud academy citizens, care for each other, are focused on learning and enjoy coming to school. We have an incredibly strong team and thrive on working together to improve access to education and outcomes for our children.

Applications are invited from prospective candidates who are able to demonstrate that they are able to meet the essential criteria set out in the person specification and who have the vision, values and tenacity to join an outstanding team and help continue the journey towards excellence.

Tees Valley Education Trust is committed to safeguarding and promoting the welfare of children. All appointments will be subject to a satisfactory references and enhanced DBS check.

JOB DESCRIPTION

To work with the class teacher to support teaching and learning of children with moderate to severe learning needs, providing specialist support to the teacher. This could include assisting the teacher in the whole planning and assessment cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally (e.g. short-term absence of teacher) or for regular short periods with teacher's planning provided.

MAIN DUTIES AND RESPONSIBILITIES

- Use specialist (curricular/learning) skills/training/experience to support all pupils with SLD
- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Supervise children at playtime and lunchtime
- Assist with the development and implementation of individual plans e.g. behaviour, healthcare and learning
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- Support pupils in their own personal development
- Encourage pupils 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 pupils in relation to progress and achievement under the guidance of the teacher

SUPPORT FOR THE TEACHER

- Work with the teacher to establish an appropriate learning environment
- Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
- Monitor and evaluate pupils' responses to learning activities 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
- 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

SUPPORT FOR THE CURRICULUM

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement local and national learning strategies e.g. PIVATS, Literacy, Maths, Foundation Stage curriculum 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

SUPPORT FOR THE ACADEMY

- 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
- Understand and fully implement the academy's Behaviour Management Strategies
- 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 academy
- Demonstrate commitment to the trusts Diamond Standards
- 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
- Supervise classes in the absence of the teacher
- Undertake planned supervision of pupils' out of academy hours learning activities
- Supervise pupils on visits, trips and out of academy activities as required

The job holder may be required to undertake additional duties as could be reasonably required in exceptional or emergency situations.

The job holder may be required to work flexibly between the hours of 8am and 6pm.

The job holder may be required to work across the academy group.

The job holder may be required to undertake additional training e.g. first aid, Positive Handling.

The job holder may be required to plan and deliver before and after school clubs.

Important: In the first instance, applications are assessed against the following criteria:

*overall presentation

*use of standard English

*grammatical accuracy

Where applications do not meet the expected standard, they will be discarded before being matched to the person specification.

E – Essential

D - Desirable

AM (Assessment Method) - A - Application Form, I - Interview, R – Reference

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)	A	E
NVQ level 3 or above qualification (or equivalent) in a relevant area - in exceptional circumstances, where local circumstances dictate, qualifications may be viewed as desirable	A	E
EXPERIENCE		
Experience of working with children with SEND	A, I, R	E
Experience of working in a relevant classroom environment	A, I, R	E
Experience of supporting pupils with challenging behaviour	A, I, R	D
KNOWLEDGE, ABILITIES AND SKILLS		
Able to make effective use of ICT (Microsoft Office packages, email and the internet)	A, I	E
Have a working knowledge of how new technologies can be used to support learning	A, I	E
Knowledge and experience of a range of strategies to support children with LD needs such as: PECS, Makaton, Sensory Integration	A, I, R	E
Ability and willingness to prepare and display children's work to a high standard	A, I, R	E
Ability to relate well to children	A, I, R	E
Basic understanding of child development and learning	A, I, R	E
Ability to work as part of a team, following instructions and on own initiative	A, I, R	E
Good communication skills including the use of standard English	I, R	E
Ability to relate well to parents/carers	A, R	E
Ability to supervise and assist groups and classes of children in the absence of the teacher	A, I, R	E
Knowledge of the concept of confidentiality	I, R	E
First Aid Certificate	A	D
Ability to assess children's development	A, I, R	D
Experience of tracking interventions and monitoring impact of these	A, I, R	D
Be able to plan and deliver structured learning activities and after school activities for individuals and groups of children	A, I, R	D
Energetic, highly motivated, with an inquiring mind and passion for helping children succeed	A, I, R	E
Ability to self-evaluate learning needs and actively seek learning opportunities	I, R	E
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E

SAFEGUARDING CHILDREN

The Trust, and its academies, are committed to Safeguarding and Promoting the Welfare of all children. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

The Trust's Child Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action

Working Together to Safeguard Children DfE 2018

The Trust pays full regard to DfE guidance 'Working Together to Safeguard Children DfE 2018'. Anyone who works for the Trust, who is likely to be perceived by children as a safe and trustworthy adult (including volunteers and staff employed by contractors), is subject to appropriate checks in line with current legislation and best practice.

Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking checking details with the Disclosure and Barring Service.

EXPLANATORY NOTES

Applications will only be accepted from candidates completing the Trust's Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted.

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

Candidates should be aware that all posts in Tees Valley Education involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post.

Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.

If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offence, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and if so the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.

Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may be answered 'not applicable' if your duties have not brought you into contact with children or young people.

HOW TO APPLY

To apply please complete the Tees Valley Education application form. Your supporting statement should address and evidence the selection criteria detailed in the Person Specification.

Applying:

Application packs can be downloaded or printed directly from the Trust website www.teesvalleyeducation.co.uk. Only applications on Trust's official application form will be accepted.

During COVID-19 it is recommended to submit your application form via:

- Email to Recruitment@tved.org.uk please be aware that the Trust cannot be responsible for any formatting anomalies when printing;
- By post to: Dormanstown Primary Academy, South Road, Dormanstown, Redcar. TS10 5LY

If you have any queries about the application process or the position please feel free to contact Allyson Eden, Academy SENDCO, on 01642 483696 or email allyson.eden@tved.org.uk

www.teesvalleyeducation.co.uk