



## **Level 2 SEND Teaching Assistant** **Tees Valley Education**

**Job Ref: DSA140**



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**TEES VALLEY**  
**EDUCATION**  
[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

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## Level 2 SEND Teaching Assistant

Tees Valley Education



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**Status: Permanent**

**Required: September 2021**

**Salary: 6 -7 £19,698 - £20,092 Actual Salary (£16,028 - £16,348)**

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

**Reporting to: Head Teacher**

Discovery Special Academy and Pennyman Primary Academy is seeking to appoint 3 pro-active, enthusiastic, energetic and reliable Level 2 Teaching Assistants to join the Tees Valley Education Trust. This position would be to work with children from Reception to Year 6. As a Level 2 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. You may also be required to work 1:1 with pupils with complex behavioural needs associated with their special educational need.

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. Discovery Special 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 enhanced DBS check.

Application packs can be downloaded or printed directly from the Trust website

[www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk) or requested from the academy. Only applications on Trust's official application form will be accepted.

For a conversation with the headteacher or deputy headteacher about the post, please contact the academy office on 01642 248333 and leave your name and number and they will contact you directly

If you are submitting your completed application form by e-mail via [Recruitment@tved.org.uk](mailto:Recruitment@tved.org.uk) please be aware that the academy cannot be responsible for any formatting anomalies when printing. Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan:

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Discovery Special Academy  
C/ O Brambles Primary Academy  
Kedward Avenue  
Brambles Farm  
Middlesbrough  
TS3 9DB

If you have any queries about the application process or the position please feel free to contact Carole Tonner, Academy Business Manager, on 01642 248333 or email [DICTonner@tved.org.uk](mailto:DICTonner@tved.org.uk).

Closing Date: **Monday 14<sup>th</sup> June 2021 at 9:00am**

Shortlisting: **Monday 14<sup>th</sup> June 2021**

Interviews: **Friday 18<sup>th</sup> June 2021**

## JOB DESCRIPTION

To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching area. This includes 1:1 work supporting children with complex needs.

## MAIN DUTIES AND RESPONSIBILITIES

- Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- Assist with the development and implementation of Individual Education/Behaviour/Care Plans
- Establish constructive relationships with pupils and interact with them according to individual needs
- Promote the inclusion and acceptance of all pupils
- 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 guidance of the teacher

## SUPPORT FOR THE TEACHER

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- Provide clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

## SUPPORT FOR THE CURRICULUM

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Undertake programmes linked to local and national learning strategies e.g. literacy, numeracy, Foundation Stage curriculum, etc. - recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

## 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
- 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
- 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 pupils out of lesson times, including before and after school and at lunchtime
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

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.

**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.

PERSON SPECIFICATION		
QUALIFICATIONS	AM	E/ D
GCSE grade C or above in English and Mathematics (equivalent qualifications considered)	A	E
NVQ level 2 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 complex 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	E
KNOWLEDGE, ABILITIES AND SKILLS		
Able to make effective use of ICT (Microsoft Office packages, email and the internet)	A, I	E
Knowledge and experience of a range of strategies to support children with SLD and complex needs such as: PECS, Makaton, Eye Gaze, Sensory Integration	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 of children and support with behavior and therapy needs	A, I, R	E
Ability to use time effectively to enable work to be prioritised, accurate and for deadlines to be met	I, R	E
Working knowledge of classroom roles and responsibilities	A, I, R	D
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
Ability to support and train other staff and trainees	A, I, R	D
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E

E – Essential

D - Desirable

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

## 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.

## Interview Process

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

As part of the DBS application and as a form of identification, all candidates invited to interview must bring the following documents:

**Route 1** – 3 documents (at least 1 must be from Group 1, the other 2 can be from any group)

**Route 2** – 3 documents (1 from Group 2a and 2 from 2a or 2b, plus External ID check)

*One document must confirm the applicant's date of birth and another confirm the current address. In addition to the above, if you are successful, you will be required to conduct an external ID check (this is an automated process completed online).*

**Route 3** – 5 documents (birth certificate and 4 other documents - 1 from 2a and 3 from Group 2a or 2b)

*One document must confirm the applicant's current address*

Group 1 – Primary Identity Documents	
Current valid passport (UK or overseas)	Biometric Residence Permit (UK)
Current driving licence - photocard & counterpart (where applicable). (UK, Isle of Man, Channel Islands and EU – full or provisional)	Birth certificate – issued at time of birth (UK, Channel Islands – including those issued by UK authorities overseas)
Adoption Certificate (UK & Channel Islands)	
Group 2a – Trusted Government Documents	
Current driving licence - photocard (UK and overseas)	Current driving licence – paper (UK and EU)
Birth certificate – issued any time after birth (UK & Channel Islands)	Marriage/civil partnership certificate (UK & Channel Islands)
Fire Arms Licence (UK & Channel Islands)	HM Forces ID Card (UK)
Group 2b – Financial & Social history documents	
Mortgage statement (UK or EEA)	P45/60 Statement
Bank/Building Society Statement (UK)	Council Tax statement
Credit Card Statement (UK or EEA)	Work Permit/Visa (UK)
Financial Statement, eg Pension, investments (UK)	Sponsorship letter from employer (outside UK)
Benefit statement, eg child allowance, pension (UK)	Utility Bill
EU National ID card	Cards carrying PASS accreditation logo
Letter from Head Teacher or Principal	
A document from Central/Local Government/Government Agency/Local Authority giving entitlement (UK & Channel Islands), eg from the Department for Work and Pensions, the Employment Service, HMRC, Job Centre, Social Security, etc.	
ID validation must be attempted in order. If you are unable to validate via Route 1, move to Route 2, if unable to validate Route 2, move to Route 3.	

Failure to meet any of the above routes may mean that you will be sent for fingerprinting by the Police which you should be aware is likely to cause delay to the DBS application process and subsequently the recruitment process.

**Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.**

We will seek references for candidates that are shortlisted for interview and may also approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

#### **Conditional Offer: Pre-Employment Checks**

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Satisfactory DBS check
- Verification of professional status such e.g. QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance.

## **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 printed directly from the trust website or requested from the Discovery Special Academy office on 01642 248333. Hand written or electronic printed copies of the Tees Valley Education application form should be posted or hand delivered to the following address for the attention of Miss Jennifer Duncan, Headteacher.

By post: Discovery Special Academy, Kedward Avenue, Brambles Farm, Middlesbrough, TS3 9DB

Please be aware that if you are sending your application by e-mail, the trust cannot be responsible for any formatting anomalies when printing.

By E-mail: [enquiries@discoveryspecialacademy.org.uk](mailto:enquiries@discoveryspecialacademy.org.uk)

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