



Level 3 SEND Learning Assistant Tees Valley Education

Job Ref: DPA156



**TEES VALLEY
EDUCATION**
www.teesvalleyeducation.co.uk

WELCOME LETTER

Dear Applicant

Thank you for expressing an interest in applying for a position working with Tees Valley Education Trust.

The Trust currently comprises of five Academies - Brambles Primary Academy, Discovery Special Academy, Dormanstown Primary Academy, Pennyman Primary Academy and Wilton Primary Academy.

Tees Valley academies believe in excellence as a birthright. All children, regardless of circumstance, have an entitlement to a world class education. The Academy Head Teachers operate in an atmosphere of trust, honesty, integrity and an unwavering commitment to excellence for children. They firmly believe there should be “no excuses or barriers!” in education.

All of the academies are located in areas of significant deprivation and its leaders are passionate about the difference education can make to children’s lives.

Therefore, if you are successful, you will be joining a brilliant team. All of our staff, regardless of their role, work together to ensure that our children are provided with the best education possible.

As a Trust, we are committed to giving our leaders and teachers time to fulfil their professional duties and responsibilities. We also offer you the opportunity to work in a vibrant, supportive and friendly atmosphere where you will be enabled to develop both personally and professionally.

Enclosed with this recruitment pack you will find the advert, job description and person specification for the post along with an application form, safeguarding information and guidance on how to apply. If you wish to apply, then please make sure that you complete the application form fully. Please do not attach a curriculum vitae: we will only consider information completed as part of the application form.

Yours faithfully

Katrina Morley

Chief Executive Officer and Executive Head Teacher of Pennyman Primary Academy

ADVERTISEMENT

Level 3 SEND Learning Assistant

Status: Permanent

Required: November 2021

Salary: SCP 8 £20,493 – SCP11 £21,748 (Pro rata £16,674 - £17,696)

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

Dormanstown Primary Academy is a thriving inclusive learning community for 270 pupils from Nursery to Year 6. Within our provision, we have 35 High Needs places for children with complex learning needs from across Redcar & Cleveland. We are looking to appoint a SEND Learning Assistant to work within our High Needs Base provision that caters predominantly for children with communication and interaction difficulties including ASD. As a Level 3 SEND Learning Assistant, you will work alongside the class teachers in our High Needs base provision, helping pupils to get the most out of their learning and supporting individuals or groups of pupils. You will be contributing to inclusive provision within a collaborative learning culture.

We are looking for a learning assistant who has 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.

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.

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. Visits to the academy are actively encouraged and should be arranged by contacting the academy office either by telephone on 01642 483696 or email TVEDormanstown@tved.org.uk

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

Closing Date: 9:00am Monday 1st November 2021

Shortlisting: Monday 1st November 2021

Interviews: Friday 5th November 2021

HOW TO APPLY

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

If you are submitting your completed application form by e-mail please be aware that the academy cannot be responsible for any formatting anomalies when printing.

By email to: recruitment@tved.org.uk adding Dormanstown SEND Learning Assistant in the subject.

Hand written or electronic printed copies should be posted or hand delivered to the following address for the attention of Mr Oliver Long:

By post to:

Dormanstown Primary Academy
South Avenue
Redcar
Cleveland
TS10 5LY

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.

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 applications, 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.

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 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.

UK General Data Protection Regulation

Refer to our privacy policy on how we will process your personal data including how you can request to access your personal data via Tees Valley Education website: <http://www.teesvalleyeducation.co.uk>.

JOB DESCRIPTION

To work with the class teacher to support teaching and learning of children with moderate to complex 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 pupils occasionally (e.g. short-term absence of teacher) or for regular short periods with teacher's planning provided.

The learning assistant job is to be carried out using knowledge, skills and understanding within an additional resource provision for children with high needs SEND including communication and interaction difficulties and autism.

MAIN DUTIES AND RESPONSIBILITIES

- Use specialist (curricular/learning) skills/training/experience to support all pupils with SEND
- Assisting children to be successful through supporting excellent attitudes towards learning and behaviour and helping them to access the curriculum
- Supervise and provide particular support for pupils, ensuring their safety and access to learning activities
- Supervising pupils who may be working outside normal timetables or who need 1:1 support outside of the classroom
- 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

- Promote positive values through supporting excellent attitudes towards learning behaviour and helping children to access the curriculum
- 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
- 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

- Using the Trust's ethos to embody the Diamond Standards into everyday learning
- Prepare and help pupils to access learning activities through specialist support and /or equipment/resources
- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
- Implement learning strategies and make effective use of opportunities provided through learning activities to support the development of relevant skills

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
- 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.

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	A	E
Teaching Assistant SEND qualification or other specific SEND qualifications	A	D
First Aid/Administration of Medicines training	A	D
EXPERIENCE		
Experience of working with children with high needs SEND	A, I, R	E
Experience of working in a relevant classroom environment	A, I, R	E
Experience of supporting pupils with communication and interaction difficulties/ASD	A, I, R	D
KNOWLEDGE, ABILITIES AND SKILLS		
Understanding of child development and learning	A, I	E
Knowledge and experience of a range of strategies to support children with communication needs such as: PECS, Makaton, Sensory Integration	A, I, R	E
Ability to relate well to all children	A, I, R	E
Ability to supervise and assist groups and classes of children in the absence of the teacher	A, I, R	E
Ability to support the class teacher in planning and delivering personalised learning activities and interventions		
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 self-evaluate learning needs and actively seek learning opportunities	A, I, R	E
Commitment to safeguarding and protecting the welfare of children and young people	A, I, R	E
Experience of delivering interventions and monitoring impact of these	A, I, R	D
Knowledge and ability to deliver/support a sensory diet and self regulation programmes	A, I, R	D

E – Essential

D – Desirable

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

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.

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.

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.

All candidates invited to interview must bring an original form of identification, photocopies will not be accepted.

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:

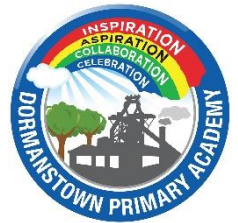
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

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.

Dormanstown Primary Academy is a thriving learning community of 270 pupils aged 3-11. Our context is challenging, serving an area of socio-economic deprivation with high unemployment rates; a high proportion of our children are eligible for pupil premium. We have Local Authority commissioned High Needs base places for 35 pupils who come from across the Redcar & Cleveland Borough.



Our children are entitled to an excellent education; we ensure children have the essential knowledge, learning dispositions and key values to embrace the opportunities and challenges they encounter to go out into the world and make a difference to their own lives and that of others. We achieve this through expert teaching routed in cognitive science and underpinned by:

- A positive climate and routines for learning
- A well-sequenced, knowledge rich curriculum
- Planning for learning rather than performance
- Responsive teaching and effective feedback approaches
- Explicit teaching to extend and enrich vocabulary learning to address language development and the word gap
- A commitment to continual development by all staff



We have a shared understanding that 'Learning is a persistent change in the long-term memory'. Using Trust plans as a starting point, teachers at Dormanstown plan clear sequences of learning which address and activate prior knowledge, introduce new knowledge in granular steps and make meaningful connections between old and new learning. This includes how to use spaced retrieval to ensure information is regularly revisited to enable the information to move from the working to the long term memory.



Our responsive teaching approach to feedback ensures we are constantly consulting and co-constructing learning with our pupils. Pupils are encouraged to be independent and teacher's assessment for learning is pivotal in this process.

The recent relaunch of our school logo in collaboration with our whole community ensures our children display learning behaviours underpinned by our core values: 'aspiration, inspiration, collaboration and celebration', creating a nurturing environment that enables children to be successful learners.

Our children have excellent learning behaviours, are eager to learn and are supported by a team of hard-working and dedicated staff. The children of Dormanstown Primary are happy learners, who work hard to reach the challenges set by their teachers.

We work as part of Tees Valley Education, a Trust that has been operating since September 2015. We work very closely with our partner academies: Brambles, Pennyman, Wilton and Discovery. This gives us the opportunity to develop best practice and deliver improved outcomes for our children. It also allows us to ensure that all our staff receive high quality CPD to support them in achieving their professional goals.

Our vision for Dormanstown is ambitious, and presents a significant challenge, but we are already a long way into this journey. With inspirational pupils who share a love of learning, a passionate staff team and the resources of the TVEd Trust professionals, we ensure that our children set aspirational goals, inspire one another, collaborate and celebrate together.

