**Teaching Assistant 15 hours - Hours of work: Mon- Fri – 12 – 3pm**

**Required as soon as possible**

**Fixed term to 17th July 2020.**

Wath Victoria Primary School is looking for a teaching assistant who is flexible to work across all age ranges. The post will initially be based in EYFS, but candidates will be expected to work across school as needed.

The ideal candidate will have experience of working in a teaching assistant role, and be eager to work within the values of our school, which prides itself on positive relationships and restorative practices.

Applicants should make sure that their application form addresses the requirements on the person specification. They should be willing to undertake any necessary training. **Please state 15 hours post on the application form.** Please send completed applications to jsalmons@wv.jmat.org.uk

Visits to the school are welcomed and encouraged. For further information about this post, please contact Julie Salmons School Business Manager on 01709 760103 or email [school@wv.jmat.org.uk](mailto:school@wv.jmat.org.uk)

**Closing date**: Monday 24th February at 9am

**Interview date**: 28th February

******Wath Victoria Primary School**

**Position: Teaching Assistant**

**Salary Range: Scale 5 - £9.74 per hour**

**Contract Type: Temporary until 17th July 2020 – 15 hours per week.. Hours of work: Monday to Friday 12-3pm.**

**Reporting to: SENDCO**

**Start Date: 1st September 2019**

**Purpose of this role: support learning**

**SECTION 1 - MAIN DUTIES and Responsibilities**

**Support for pupils:**

1. Attend to the pupils’ personal needs, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters
2. Supervise and support a pupil 1:1, ensuring their safety and access to learning
3. Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
4. Promote the inclusion and acceptance of all pupils
5. Encourage pupils to interact with others and engage in activities led by the teacher
6. Encourage pupils to act independently as appropriate

**Support for the teacher:**

1. Prepare classroom as directed for lessons and clear afterwards and assist with the display of pupil’s work
2. Be aware of pupil problems/progress/achievements and report to the teacher as agreed
3. Undertake pupil record keeping as requested
4. Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
5. Gather/report information from/to parents/carers as directed
6. Provide clerical/admin. support e.g. photocopying, typing, filing, collecting money etc.

**Support for the curriculum:**

1. Support pupils to understand instructions
2. Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, as directed by the teacher
3. Support pupils in using basic ICT as directed
4. Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

**Support for the school:**

1. 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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the academy
4. Appreciate and support the role of other professionals
5. Attend relevant meetings as required
6. Participate in training and other learning activities and performance development as required
7. Assist with the supervision of pupils out of lesson times, including at breaks and at lunchtimes
8. Accompany teaching staff and pupils on visits, trips and out of school activities as required
9. Any other related duties as they may arise.

**Health and Safety:**

1. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
2. Co-operate with the employer on all issues to do with Health, Safety & Welfare.

**Liaising with Others:**

1. Consider carefully, who is the most appropriate person to help in a specific situation and determining who should make contact, when and how, etc.
2. Consider carefully issues of confidentiality when dealing with pupils, teachers, parents and outside agencies.
3. Inform appropriate pastoral staff about social or behavioural issues related to pupils.
4. Contact parents, if appropriate, after proper consultation with other staff.
5. Be able to liaise with agencies responsible for pupils’ welfare providing the appropriate accurate information if required.
6. Keep up-to-date with Child Protection Procedures and notify the designated safeguarding lead/s of any concerns about a child.

**General Tasks**

1. Any other duties and responsibilities appropriate to the grade and role
2. All the above duties and responsibilities to be carried out in accordance with Wath Victoria Primary School’s Policies, JMAT Academy Trust Policies, Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

**JMAT is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. An enhanced DBS check will be undertaken for the successful candidate.**

**The above duties are not exhaustive and the postholder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher.**

**Person Specification**

This section will allow you to understand who we are looking for within this role and the skills knowledge or experience that we would expect.

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| --- | --- | --- |
| **Knowledge/Qualifications and Experience** | **Essential** | **Desirable** |
| Level 2 or 3 NVQ, or equivalent qualification in a discipline related to the role. | \* |  |
| GCSE grade C or above in maths and English, or equivalent. | \* |  |
| Previous successful experience in a primary school setting or other similar educational or alternative educational provision. | \* |  |
| Experience in relevant type of school/academy | \* |  |
| Evidence of contributing to extra-curricular activities |  | \* |
| Ability to demonstrate effective behaviour management strategies. | \* |  |
| An understanding of restorative behaviour practices and trauma-informed strategies, or a willingness to learn and undertake training |  | \* |
| Team-teach trained or willing to undertake training | \* |  |
| An understanding of the educational development of pupils |  | \* |
| Knowledge of the primary curriculum |  | \* |
| Understanding and experience of assessment systems |  | \* |
| A clear understanding of supporting learning in the classroom | \* |  |
| **Skills and abilities and professional attributes** | | |
| Willingness and ability to pursue professional learning/ qualifications for the post | \* |  |
| A commitment to inclusion and pupil wellbeing | \* |  |
| High expectations of self and others with a professional demeanour | \* |  |
| Ability to relate well to children and adults | \* |  |
| Effective interpersonal skills | \* |  |
| Effective organisational skills | \* |  |
| Calm, positive and the ability to work under pressure showing high levels of resilience | \* |  |
| Confidence and commitment to supporting the needs of children and the ethos of the school. | \* |  |
| A willingness to multi task | \* |  |
| **Other** |  |  |
| Application forms should be completed in full | \* |  |
| Letters should be clear, concise and address the job specifications (No more than 2 side of A4) | \* |  |
| Successful candidate to have enhanced DBS and other appropriate checks | \* |  |
| Two positive written references – one from current employer/most recent employer | \* |  |

# **Child Safeguarding Policy**

# JMAT is committed to Safeguarding and Promoting the Welfare of all its students. Each student’s welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances.

# We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at the Academies, their behaviour may be challenging. We will always take a considered and sensitive approach in order that we can support all our students.

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

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

* Providing a safe environment for children and young people to learn in education settings; and
* Identifying children and young people who are suffering or likely to suffer significant harm, and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting’

*Keeping Children Safe in Education 2019*

The Trust pays full regard to ‘Keeping Children Safe in Education’ guidance 2019. We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. 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 an Enhanced DBS check.