

Teaching Assistant

Salary: NJC Scale 5 Points 11 – 15 £29,583 - £31,440 (pro rata)

Starting salary to be agreed depending on experience

Hours: Full time (36 hours)

Contract: Permanent - term time only (39 weeks a year)

This role would also suit a recent graduate, looking into Teacher Training and may be offered on a fixed term in this instance

Are you seeking an opportunity to work in a thriving and dynamic academy? Bolder Academy is looking to recruit a Teaching Assistant to join our friendly and inclusive team to support students with Special Education Needs & Disabilities (SEND) across the school. We are looking for someone enthusiastic and hardworking, ideally with appropriate experience of working with young people in the field of education or other related sectors and with the qualifications and/or skills to support learning. We would also encourage applications from recent graduates or gap year students who may have an interest in Teacher Training.

Our ideal candidate will seek to make a difference to students' lives and their experience of education, especially those who have become disengaged from education. The role involves working alongside teachers, leading and supporting with small-group interventions and in-class support for targeted students or groups of students.

Your new role

You will play a pivotal role in supporting our SEND students and must demonstrate a willingness to become an expert in a particular field and share that expertise with staff, students and families. The main areas of need currently include Social Emotional and Mental Health needs (SEMH), Specific Learning Difficulties (SpLD), Autistic Spectrum Disorder (ASD) and Speech, Language and Communication Needs (SLCN). You will be ambitious, highly committed and share in our belief that learning never stops.

Our ideal candidate will

- be a champion for disadvantaged students
- have experience of working with young people in a school or similar setting
- be able to develop excellent relationships with students and to motivate them to overcome barriers to learning
- be calm, supportive and adaptable
- be able to evaluate and improve your impact and effectiveness
- be highly organised and able to maintain accurate and appropriate records
- have a willingness to learn to effectively use Microsoft Teams and related systems
 - have high personal standards and the ability to motivate others to sustain those standards.

The Bolder Application

"We need a different kind of education, one that combines deep thinking (head); growth, character and dialogue (heart); and an ability to solve problems, generate ideas and engage in the world (hand). School should be, above all else, a place of learning in all its expansive complexity: learning how to think, learning how to live, learning how to create." Peter Hyman, School 21

Creating a different kind of education, a bold future, for our staff and students, requires a certain type of teacher. Undeterred by the teacher recruitment crisis, we know what we are looking for.

Our vision is one of excellence and ambition which is built on a bedrock of strong moral purpose. We are dedicated to creating optimism, openness, and brilliance.

As a member of staff, you will play an integral part in developing the Academy's culture. You will be responsible for promoting our vision, developing and embedding our values, turning the words on our page into reality.

Details of the job description and the job specification are attached. It is important that you address the points in the job specification in your application form.

For more information about what Bolder can offer you, please click here

<https://flipbookpdf.net/web/site/a2b8a89b0fe01d7c52c93c9f7d4e9d0b1f37373aFBP30845582.pdf.html>

To apply, please click on the 'Apply' button on our TES listing to fill out an online application form. Alternatively, please complete the teaching application form which can be found on the website: www.bolderacademy.co.uk/vacancies

If you do have any questions or you would like a word version of the application form, please email vacancies@bolderacademy.co.uk

Timeframe for Recruitment

Closing date for applications	<p>We will shortlist and interview as we receive applications – so please send them in before the deadline of 9am on 1st July 2024</p> <p>Only shortlisted candidates will be contacted</p> <p>Interviews will be held according to application and we will consider interviewing early if we receive a strong application.</p> <p>Please note: No agencies should apply and we do not accept CVs.</p> <p>Sponsorship: We do not currently offer sponsorship for overseas candidates</p>
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JOB DESCRIPTION

Job details

Job title:	Teaching Assistant
Salary:	Scale 5 Points 11-15
Hours:	Full time (36 hours) or part time (hours to be agreed) for 39 weeks a year (term time only plus Inset days)
Contract type:	Permanent
Reporting to:	Deputy SENDCo

Main purpose

The TA will:

- Work with the SENDCo/Deputy SENDCo, class teachers and SEN Hub lead to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Work with students within the academy's SEN Hub
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement, as directed by the Deputy SENCO and SEN Hub lead

Main duties and responsibilities:

The normal duties of the postholder will usually include some of the following:

1. To support Bolder Academy's vision of learning and pastoral support, ensuring that students are well supported and sufficiently challenged in their learning and that all staff maintain high expectations of achievement for these students across the curriculum.
2. To ensure that work is well differentiated so that learning 'stretches' students with SEN and Disabilities and they make excellent progress from their starting points.
3. To work and plan with class teachers or the SEN Hub lead under the direction/guidance of the Line Manager to support particular student(s) to access the curriculum in the most effective way, appropriate to their needs.
4. To organise and deliver 1:1 mentoring, small-group learning and behaviour intervention sessions.
5. To support with homework club and work with targeted students.
6. To maintain contact with families/carers of students and to secure positive family support and involvement.
7. To assist in the delivery of provision for the needs outlined in individual and group learning plans and EHC plans. Work may be carried out in the classroom or outside the main teaching area with individual students or small groups as appropriate.

8. To ensure that student records, learning plans and medical plans are kept up-to-date.
9. To work closely with the SENDCO, Child Protection Officer and the members of teaching staff, to ensure that the needs of gifted and talented students and those with special education, social, disabilities and EAL needs are met.
10. To undertake break duties and first aid duties.
11. To develop a full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for students. This will include:
 - Working with students and their families
 - Working with form tutors, subject teachers, administrative staff, senior leaders.
 - Working with outside agencies such as Social Services, the Police and EWS.
 - Monitoring students' learning and behaviour; using a range of interventions when it falls below the standards accepted by Bolder Academy or disturbs the education of others.
12. To undertake other duties and responsibilities as required from time to time commensurate with the grade and seniority of the post.
13. To carry out duties in accordance with the Health & Safety at Work Act, adopting safer working practice, in accordance with the safety policy.
14. To assist the teacher or SEN Hub lead in creating and maintaining a purposeful, orderly and supportive environment of supporting a young person in the classroom.
15. To create learning resources and displays to support students and teaching staff.

Duties and responsibilities

Teaching and learning

- To demonstrate an informed and efficient approach to teaching and learning by adopting effective strategies to support the work of the teacher and increase achievement of all students including those with special educational needs and disabilities (SEND).
- To support the student(s) in the development of skills e.g. (i) basic skills such as language, reading, writing, spelling and mathematics, (ii) encouragement of concentration, communication, sharing and other social skills, (iii) supporting their access to the curriculum through clarification and reinforcement of the subject matter.
- To use effective behaviour management strategies consistently in line with Bolder Academy's policy and procedures.
- To liaise closely with the SENDCO, class teacher and any external professional as appropriate to support the implementation of any special programme(s) or Individual Educational Plan(s) designed for the student(s). External professionals to include: physiotherapists, speech and language therapists, occupational

therapists, educational psychologist, educational welfare officers, teachers of visual/hearing impairment.

- To monitor the student(s)' progress and report on any achievements or developments against individual targets; to contribute to the review of student(s)' EHCPs and to attend relevant meetings.
- To supervise a class if the teacher is temporarily unavailable.
- To use ICT skills to advance students' learning.
- To assist the student(s) with physical needs, including personal care and manual handling as appropriate and agreed, following relevant advice and training.
- To promote the inclusion of all students by encouraging participation of all students in learning and extracurricular activities and to accompany and support the student(s) on visits, trips and out of school activities.
- To assist with the supervision of student(s) out of lesson time, as necessary for their safety.
- To help, where necessary, with students who are sick, distressed or injured.
- To participate in training opportunities and performance development as required.

Planning

- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom for lessons

Working with colleagues and other relevant professionals

- To communicate effectively to other school staff and education, health and social care professionals, so that informed decision making can take place about intervention and provision.
- To collaborate and work with colleagues and other relevant professionals within and beyond the school.
- To establish an effective relationship with parents/carers and to provide information and feedback where appropriate in accordance with school protocols.
- To liaise with parents to ensure they make appropriate provision for learning at home, that they understand their child's learning needs and have realistic but high learning expectations of their child.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision

- Make a positive contribution to the wider life and ethos of the school

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

General

- Assist with other duties, commensurate with current Grade and responsibilities, as reasonably directed by the Headteacher.

Health and safety & Safeguarding

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Uphold the Academy's policy in respect of child protection and safeguarding matters.
- Have commitment to the Academy's equality policies.
- Ensure any extra-curricular activities will be free from partisan, political and religious view. Where political issues are discussed, a balanced view is always presented.
- Look after children who are upset or have had accidents
- Carry out duties in accordance with the Health & Safety at Work Act, adopting safer working practice, in accordance with the safety policy.
- To undertake fire marshal duties.

The responsibilities of the post may be reviewed in the light of the needs of the school, after consultation with the post-holder.

Person Specification: Teaching Assistant

		Essential	Desirable	Evidence
Qualifications and experience				
1	Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held), or a recent graduate working towards PGCE or other training in education.		Y	A,I
2	GCSEs at grades 9 to 4 (A* to C) in English and Maths	Y		A
3	Experience of working with children.		Y	A, I
Vision and strategy				
4	Vision aligned with the Bolder's ambitions to be an outstanding school which has high aspirations and high expectations of self and others.	Y		A, I, R
5	To promote the sharing of good and consistent practice, and the continuing improvement of services to children, young people and their families.	Y		A, I, R
Behaviours, Skills and Abilities				
6	Good literacy and numeracy skills .	Y		I
7	Good organisational skills.	Y		I, R
8	Ability to build effective working relationships with pupils and adults.	Y		I
9	Skills and expertise in understanding the needs of all students		Y	I, R
10	Understanding of roles and responsibilities within the classroom and whole school context.	Y		I
11	Knowledge of how to help adapt and deliver support to meet individual needs.		Y	I, R
12	Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils.		Y	A, I, R
13	Excellent verbal communication skills.	Y		A, I, R
14	Active listening skills.	Y		A, I, R
15	The ability to remain calm in stressful situations.	Y		A, I, R
16	Knowledge of guidance and requirements around safeguarding children.		Y	I
17	Good ICT skills, particularly using ICT to support learning.	Y		A,I
18	High levels of integrity and honesty.	Y		A, I, R
19	Speaks English fluently.	Y		I
Others				

20	Enjoyment in working with children.	Y		I
21	Commitment to maintaining confidentiality at all times	Y		I
22	Sensitivity and understanding, to help build good relationships with pupils.	Y		I
23	A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.	Y		I
24	This post is subject to an enhanced DBS.	Y		A, I, R
25	The post holder must be committed to safeguarding the welfare of children.	Y		A, I, R

Key to Evidence: A = Application

I = Interview

R = References