



## Ivegill CE Primary School

Teaching Assistant Posts x 2

Pay grade PCD5 £23,893 per annum pro rata (FTE 37 hpw) term time only plus 1 week INSET

Required to start September 2024

Position:

Post 1: 32.5 hours per week fixed until 31<sup>st</sup> August 2024

Post 2: 21 hours per week fixed until 31<sup>st</sup> August 2024

Responsible to: Headteacher/ Line Manager

The Governors of Ivegill CE Primary School are seeking to appoint skilled, enthusiastic and dedicated individuals to join our lovely school. The role will be to support children in the school with SEND from September 2024. The child will require full time support within the classroom, dining hall and during break times outside.

### Support for Pupils:

- Be passionate about learning.
- Have experience of the National Curriculum, preferably across both Key Stages, and hold at least NVQ level 2 or above.
- Supervise and provide support for pupils, including those with SEND, ensuring their safety and access to learning.
- Have experience of working with children with a range of special educational needs.
- Have excellent Maths and English skills.
- Have high expectations for all pupils and be committed to raising standards.
- Have good listening and behaviour management skills.
- Have a good understanding of, and a commitment to, the protection and safeguarding of children.
- Be able to follow direction from class teachers and also use their own initiative.
- Encourage and develop our inclusive ethos.
- Be sympathetic to, and supportive of, Christian values and beliefs which are at the heart of our Church school.
- Be able to work as part of a team and be fully involved in school life.

### Support from the School:

- Wonderful children who love to learn.
- A supportive community of parents, colleagues, SLT and governors.
- A school whose Christian Values are at the centre of everything we do and are inclusive of all children and families, including those of faith and no-faith, background or race.
- A strong team of professional, dedicated staff who are committed to maintaining high standards and put children at the heart of everything they do.
- Professional development opportunities.
- A well-being day each year.

Please also explore our website and X (formerly Twitter) page – [ivegill.cumbria.sch.uk/vacancies](https://ivegill.cumbria.sch.uk/vacancies)

Closing date: Wednesday 5<sup>th</sup> June

Shortlisting: Wednesday 12<sup>th</sup> June

Interviews: Friday 21<sup>st</sup> June

Ivegill CE Primary School is committed to safeguarding, welfare and the mental and physical well-being of our children, staff and community and expects all staff and volunteers to share this commitment. Written references will be taken up and any offer of employment will be subject to receipt of a satisfactory Enhanced DBS check.

Application forms are available by via our website [ivegill.cumbria.sch.uk/vacancies](https://ivegill.cumbria.sch.uk/vacancies)

Position: Fixed Term Teaching Assistant

Job Description: Under the teacher's clear guidance, the role will be to support children in the school with SEND from September 2024.

**1. RELATIONSHIPS**

The post holder is responsible to the Headteacher/Line-manager for his/her duties, for the role of Teaching Assistant.

The post requires interaction on a professional level with all members of the school community. The post holder will be expected to establish and maintain productive relationships and will contribute towards the school's continuous goal to provide a high-quality education for all children.

**2. PURPOSE**

- (a) to deliver a range of learning/skills and/or personal/practical support
- (b) to meet needs and/or well-being for individuals and/or groups

**3. Key Responsibilities**

Support for pupils

- (a) Supervise and provide particular support for pupils, including those with special needs, ensuring their safety and access to learning activities
- (b) Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes (To assist with child's daily intimate care needs.)
- (c) Establish constructive relationships with pupils and interact with them according to individual needs
- (d) Promote the inclusion and acceptance of all pupils
- (e) Encourage pupils to interact with others and engage in activities led by the teacher
- (f) Set challenging and demanding expectations and promote self-esteem and independence
- (g) Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- (h) To support pupil when eating.

**4. Support for teachers**

- (a) Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils' work
- (b) Use strategies, in liaison with the teacher, to support pupils to achieve learning goals
- (c) Assist with the planning of learning activities
- (d) Monitor pupils' responses to learning activities and accurately record achievement/ progress as directed
- (e) Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc
- (f) To assist in pupil supervision and assist in the management of pupil behaviour.
- (g) Establish constructive relationships with parents/carers

- (h) Administer routine tests and invigilate exams and undertake routine marking of pupils' work
- (i) Provide clerical/administration support e.g. photocopying, typing, filing, money, administer coursework etc
- (j) Undertake structured and agreed learning activities/ teaching programmes, adjusting activities according to pupil responses
- (k) Undertake programmes linked to local and national learning strategies e.g. English, Maths, Phonics, early years recording achievement and progress and feeding back to the teacher
- (l) Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- (j) Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use

## **5. Support for the school**

- (a) 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
- (b) Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- (c) Contribute to the overall ethos/work/aims of the school
- (d) Appreciate and support the role of other professionals
- (e) Attend and participate in relevant meetings as required
- (f) Participate in training and other learning activities and performance development as required
- (g) Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime
- (h) 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

This job description will be reviewed as part of the appraisal process and may be subject to modification or amendment after consultation with the post holder.

# Ivegill CE Primary School Person Specification

Position: Fixed Term Teaching Assistant

	Essential	Desirable
<b>Faith Commitment</b>	<ul style="list-style-type: none"> <li>Committed to actively supporting the Christian ethos of the school.</li> </ul>	
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Relevant NVQ level 2, or equivalent</li> <li>English and Maths to GCSE grade 4 or above or the equivalent e.g. Functional Skills level 2</li> </ul>	<ul style="list-style-type: none"> <li>NVQ Level 3</li> <li>Training in areas e.g. SEND, SEMH, Maths Intervention, Reading Intervention, SEMH programmes or strategies</li> <li>Phonics training</li> <li>Makaton training</li> <li>Evidence of CPD</li> <li>First Aid Certificate</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge of supporting children with SEND, including supporting pupils 1-1 in-line with EHCPs</li> <li>Awareness of practices and procedures within education relating to the welfare, safety and education of children</li> <li>General understanding of national/foundation stage curriculum and other basic learning programmes and strategies</li> <li>Basic understanding of child development and learning</li> <li>Knowledge of how to support children in English and Maths</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of a range of SEND needs, including ASC and ADHD</li> <li>Knowledge of other services to young people</li> <li>Knowledge of the unique characteristics of a church school</li> <li>Knowledge and understanding of safeguarding children in schools</li> </ul>

<b>Experience</b>	<ul style="list-style-type: none"> <li>• Recent experience of working with or caring for children of a relevant age in an educational / classroom setting</li> <li>• Experience of supporting children in a classroom environment, including those with special educational needs</li> <li>• Experiences of working with or caring for children of relevant age.</li> <li>• Experience of working with children with SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of supporting children with a range of communication and interaction needs on a 1:1 and small group basis</li> <li>• Experience of supporting children with ASC</li> </ul>
<b>Key Skills</b>	<ul style="list-style-type: none"> <li>• Ability to self-evaluate learning needs and actively seek learning opportunities</li> <li>• Ability to consistently and effectively implement agreed behaviour management strategies</li> <li>• Ability to use language and other communication skills that pupils can understand and relate to</li> <li>• Ability to establish positive relationships with pupils, parents and staff and empathise with their needs</li> </ul>	<ul style="list-style-type: none"> <li>• Effective use of technology including to support learning</li> <li>• Ability to carry out and report on assessments of children alongside the class teacher</li> <li>• First aid qualification</li> </ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>• Ability to relate well to children and adults</li> <li>• Understanding classroom roles and responsibilities and own position within these and be able to work with children under your own initiative</li> <li>• Be resilient and reliable</li> <li>• Ability to work effectively and supportively as a member of the school team</li> <li>• Good organisational skills</li> <li>• Ability to work within and apply all school policies e.g. SEND, behaviour management, child protection, Health &amp; Safety, Equal Opportunities</li> <li>• Demonstrate a commitment and passion for the education of all children</li> <li>• Show patience and understanding to our pupils from all backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>• Interest in taking on further responsibility across the school – e.g. School Council, PTA, Extra-Curricular Clubs</li> <li>• Be flexible to adapt to changing circumstances in the classroom and the school</li> </ul>