



Saint George's
Church of England School

WORKING AT SAINT GEORGE'S C OF E SCHOOL

Join our Team



For Appointment of:
SEND Teaching Assistant





Welcome from Executive Headteacher Simon Murphy

Thank you for your interest in this role at Saint George's Church of England School. I hope the information within gives you an insight into our all-through school and the unique opportunity this position offers.

As a founding member of the Aletheia Academies Trust, our vision is rooted in a determination to improve the life chances of local children. The Trust provides outstanding opportunities for our primary and secondary based staff to connect with others, share good practice, improve their teaching, and develop their own career pathway.

Saint George's is thriving. All stakeholders including governors, parents, staff and pupils work exceptionally hard to create a warm, welcoming and inclusive atmosphere in a school which boasts a fantastic sense of community, continuously improves outcomes for children and families, and holds tightly to its Christian vision and values.

As an all-through school, that sense of community is all the more palpable and I feel very privileged, alongside my colleagues, to see pupils learn and develop from reception classes through to our excellent 6th Form provision.

We look forward to receiving your application and welcoming you to Saint George's.



Welcome from Head of Primary Phase Helen Taylor

Our children are at the heart of everything we do here at Saint George's. Through the delivery of our curriculum, we aspire for all of our children to be challenged, and develop into independent, successful, safe, and happy learners, ready to tackle the next stage of their education with hope and confidence. At Saint George's we have a unique opportunity to teach and develop children from the age of four to eighteen in a safe and caring environment that puts the individual first. We have high aspirations and expectations for all staff and pupils and strive for high quality teaching and provision for all.

As an all-through school, we also have access to the huge range of expertise and facilities on offer at the secondary phase, such as specialist subject colleagues teaching in the primary phase, playing fields, a library, science laboratories, a multi-use games pitch and music resources. Outdoor Learning is hugely important for our school and Forest School forms a large part of our Curriculum. We believe children learn best when they are active and motivated in and by everything the outdoor environment has to offer.

From the moment children join Saint George's Primary Phase they become part of our dedicated and successful community where we value each individual and nurture their special talents.

I look forward to receiving your application.

All Different • All Equal • All Flourishing



Saint George's Church of England All Through School



We consider our school to be highly inclusive, welcoming students of all backgrounds and beliefs, unified by our commitment to their well-being and sense of achievement.

Saint George's has developed a reputation as a high achieving school providing excellent outcomes for all students academically and in terms of their personal growth. We have exceptionally high expectations of how our students behave, speak, and present themselves. This is underpinned by our Christian values, our worship and school ethos. Everyone who wishes to learn is welcome.

Our motto **'All Different, All Equal, All Flourishing'** emphasises our Christian belief that the God-given talents of all students should be encouraged and developed, recognising, and valuing their unique worth.

We have had a long-held belief in the potential of an all-through school to further enhance the educational provision on our site. We are delighted that this vision has now become a reality for Saint George's. A shared philosophy ensures that there is greater consistency around expectations, ethos and pedagogy which eliminates any unsettling transition between the primary and secondary phases. We facilitate teachers working together in the primary and secondary phases which raises aspirations still further and ensures that children are not able to fall through the gaps. Our primary pupils benefit from having specialist subject staff available and economies of scale allow greater spending on teaching and learning and the sharing of specialist and enhanced facilities for all pupils.

At Saint George's, we strive for all students to have learnt new skills, to have developed their talents and with this, a love of learning; making them confident, articulate, sensitive and caring citizens for the future.



"Visitors most often comment upon the profound sense of community within the school."



Diocese of
Rochester

SIAMS INSPECTION 2019



EXCELLENT

Ofsted
Good
Provider

Job Description

Job Title	SEND Teaching Assistant
Location	Gravesend
Duration	Permanent
Work Hours	35 hours per week during term-time, plus inset days (39 weeks per year)
Reporting to	Head of Primary Phase
Salary	AAT B.2 – B.4 : £21,852 - £22,214 per annum (FTE £26,385 - £26,822)
Pension	LGPS



About the Role

An exciting opportunity has arisen for a SEND Teaching Assistant of exceptional ability to join our team to work in this over-subscribed and successful all through school.

The school has an existing reputation for high quality education with a relentless focus upon high expectations and aspirations. Your supportive role, working with a small team of specialist SEND Teaching assistants will enable children and their families to access outstanding provision which promotes pupils learning, communication, social development and wellbeing.

The role is 35 hours per week; 32.5 hours will be classroom based, and 2.5 hours per week of the role will be allocated to Midday Supervisor duties, supporting pupils during lunchtime.

The successful candidate will contribute to creating an inclusive learning environment that promotes pupil progress, independence, and wellbeing.

We are a friendly, dynamic and innovative school and pride ourselves on our commitment to ensuring student progress through high quality teaching and learning provision for all. The successful applicant will share these values and play an active part in delivering on this commitment.

We would love to hear from you if you:

- Are committed to enabling every child to achieve the very best they can.
- Have experience in supporting children with SEN
- Want to be involved in shaping and developing outstanding learning experiences to enable all children to thrive.
- Want to work in a supportive and caring environment.
- Are patient, caring, and adaptable
- Have good communication skills and a proactive attitude.



Job Purpose

To work as part of a small team of specialist SEND Teaching Assistants, supporting pupils with a wide range of Special Educational Needs and Disabilities (SEND), including pre-verbal and minimally verbal pupils, to access learning, develop communication, build independence, and achieve their full potential. Working collaboratively with teachers, the SENCO, Speech and Language Therapists, Occupational Therapists and other professionals, the post holder will promote pupils' learning, communication, social development and wellbeing, enabling them to make the best use of the educational opportunities available to them.

- ♥ To work alongside the SEND team to support pupils with a variety of needs, including communication and interaction difficulties, speech and language needs, sensory processing needs, cognition and learning needs, and social, emotional and mental health needs.
- ♥ To aid pupils to learn as effectively as possible both in group situations and on their own by:
 - Clarifying and explaining instructions.
 - Ensuring pupils can use equipment and materials provided.
 - Motivating and encouraging pupils by providing appropriate levels of individual attention, reassurance and support with learning tasks.
 - Setting up and engaging pupils in motivating sensory and communication-based activities.
 - Working alongside Speech and Language Therapists and other professionals to improve communication and interaction skills.
 - Using praise, modelling, commentary and support to develop communication, language and social interaction.
- ♥ Liaising with the class teacher, SENCO and other professionals regarding Personalised Learning Plans (PLPs), contributing to planning and delivery as appropriate.
- ♥ Providing additional nurture and emotional support to individual pupils when requested by the class teacher or SENCO.
- ♥ Consistently and effectively implementing agreed behaviour support and regulation strategies.
- ♥ Implementing care plans where necessary.
- ♥ Preparing and adapting resources to meet the individual needs of pupils.





- ♥ Implementing care plans where necessary.
- ♥ Preparing and adapting resources to meet the individual needs of pupils.
- ♥ Establishing positive, supportive and trusting relationships with pupils.
- ♥ Promoting the acceptance and inclusion of pupils with SEND, encouraging positive interactions and relationships with peers.
- ♥ Monitoring pupils' responses to learning activities and, where appropriate, adapting activities as agreed with the teacher to achieve intended learning outcomes.
- ♥ Providing positive encouragement, feedback and praise to reinforce learning, build resilience, develop self-esteem and promote independence.
- ♥ Supporting pupils in developing communication, interaction and social skills both in and out of the classroom.
- ♥ Supporting the use of ICT and specialist communication programmes to enhance learning and communication, including systems such as GRID, SymboTalk and Widgit.
- ♥ Providing regular feedback to the teacher and SENCO regarding pupils' learning, engagement, communication and behaviour.
- ♥ Under the direction of the teacher, carrying out and reporting on systematic observations of pupils to gather evidence of their knowledge, understanding, skills and developmental progress.
- ♥ Applying school policies and procedures relating to Safeguarding and Child Protection, Health and Safety, Behaviour, Teaching and Learning, Equality and Diversity, and other relevant policies.
- ♥ Developing positive relationships with parents and carers, where appropriate, to strengthen home-school partnerships and share relevant information.
- ♥ Maintaining confidentiality regarding pupils, families, staff and school matters at all times.
- ♥ Contributing to reviews of pupils' progress and supporting the preparation of evidence for meetings and reviews where appropriate.
- ♥ Complying with legal and organisational requirements for maintaining the health, safety and wellbeing of yourself and others within the learning environment.
- ♥ Participating in training and professional development activities to further knowledge and skills in supporting pupils with SEND and complex needs.
- ♥ Supporting playground and breaktime supervision, including structured play, social interaction and educational activities.
- ♥ Accompanying teachers and pupils on educational visits and off-site activities.



Person Specification



D = Desirable

E = Essential

Qualifications and Experience

- GCSE or equivalent level, including at least a Grade C/4 in English and maths E
- Relevant Level 2 or 3 qualification in Supporting Teaching and Learning, Childcare, or a related field (or willingness to work towards one) E
- Successful, relevant experience of working with children in an Early Years, pre-school, primary school or specialist SEND setting E
- Experience of supporting children with Special Educational Needs and Disabilities (SEND), particularly those with communication and interaction needs E
- Experience of working with pre-verbal or minimally verbal children E
- Experience of supporting children with Autism Spectrum Condition (ASC) and/or development delay D
- Experience of delivering sensory-based activities to promote engagement, regulation and learning E
- Experience of using approaches such as Intensive Interaction, Attention Autism (Bucket Time), Portage, Curiosity Programme or similar early developmental interventions D
- Experience of implementing communication support strategies, including visual supports and augmentative and alternative communication (AAC) systems D
- Experience of working alongside Speech and Language Therapists, Occupational Therapists or other external professionals D

Skills and Knowledge

- Knowledge and understanding of the SEND Code of Practice and inclusive educational practice E
- Understanding of child development and the barriers to learning experienced by pupils with SEND E
- Understanding of the needs of pre-verbal and minimally verbal learners E
- Knowledge of strategies that support the development of communication, interaction and early language skills E
- Understanding of sensory processing differences and the use of sensory regulation strategies to support learning and wellbeing E
- Knowledge of communication approaches such as Intensive Interaction, Makaton, visual timetables, objects of reference and AAC systems D
- Ability to support pupils to engage in structured and play-based learning activities appropriate to their developmental stage E
- Knowledge of behaviour support strategies and an understanding of behaviour as a form of communication E
- Ability to implement behaviour support plans consistently and effectively E
- Understanding of observation and assessment processes used to monitor progress and inform next steps in learning, including developmental assessment approaches such as Portage D
- Ability to work collaboratively as part of a multidisciplinary team, including teachers, therapists, parents and carers E
- Ability to communicate clearly and professionally, both verbally and in writing E
- Ability to use ICT and specialist communication programmes to support learning and communication (e.g. GRID, SymboTalk, Widgit) D
- Commitment to safeguarding, equality, inclusion and promoting the welfare of children and young people E

How to Apply



If you are interested in this position and would like to have a more detailed conversation or arrange a visit to the school before making the decision to apply for the post, please contact:

Primary Phase Office

primary@saintgeorgescofe.kent.sch.uk

01474 533 082

To apply for this role, please visit MyNewTerm:

[Online Application Form](#)



Aletheia Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, and governors to share this commitment. All successful candidates will be subject to an enhanced DBS check along with other relevant employment checks, including overseas criminal background checks where applicable. Our policy statement on the recruitment of ex-offenders can be found on our website. All new employees, volunteers and governors will be required to undertake safeguarding training on induction which will be regularly updated in line with statutory guidance.

Please click here to view: [Our Trust policies](#) or [Our recruitment of Ex-Offenders policy](#).



Diocese of
Rochester



PROUD TO BE
Aletheia
Academies Trust

Contact Us

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