



Teaching Assistant

Queens Church of England Academy & St Bartholomew's Church of England Academy



Queens Church of England Academy
Bentley Road
Nuneaton
Warwickshire
CV11 5RL

Teaching Assistant

29hrs per week

Grade F (SCP 7-10)

Together, pursuing life in all its fullness

Teaching Assistant (Level 2)

The Trust is looking to appoint an inspirational and highly effective Teaching Assistant with an interest in speech, language & communication needs who is committed to supporting pupils both Queens & St Bartholomew's Academies to achieve educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A support network of professional colleagues
- A strong culture of professional development
- The opportunity to be part of an aspirational organization and contribute to its development and growth plans
- We are offering a FTE salary of £26403pa (pro-rata to hrs/wks worked)
- Eligibility to join the pension scheme

Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. ***Visits to the schools are highly encouraged and you are invited to contact Hannah Carvell, Executive Headteacher or Daniel Chadwick, Head of School on 024 76458960 to arrange a suitable time/date.***

Please see My New Term for the closing date and to submit your application form.

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interview date to be confirmed.

Job Description

ABOUT THE ROLE

Working under the overall direction of the responsible teacher and SENDCo, assist and support teaching and learning, provide for general care, safety and welfare of pupils and work with individuals or groups of pupils with speech and language difficulties.

JOB DETAILS

The post will be included in the MAT performance review scheme and salary progression will be linked to the outcomes of the scheme. The job description is not necessarily a comprehensive definition of the post, it will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.

PURPOSE OF THE ROLE

- To work under the instruction/guidance of the SENCo, speech and language therapists and teachers to provide particular interventions specifically for pupils with speech, language and communication needs.
- Using your skills as a teaching assistant you will support pupil learning, focusing on speech and language development, social and emotions skills and setting them up for success as they progress through the school.
- To undertake the role at both Queens Academy, Nuneaton and St Bartholomew's Academy, Coventry (you must be able to drive and have access to a car).

SUPPORT FOR PUPILS

- Developing and running specific programmes and activities to assist the pupils' individual speech, language and learning needs. The TA is responsible for implementing these activities, reviewing progress and providing feedback to class teachers, the SENCo and other professionals as necessary.
- Promote the inclusion and acceptance of all pupils.
- Set challenging and demanding expectations and promote self-esteem and independence.
- If needed, adapt strategies to increase effectiveness

SUPPORT FOR THE TEACHER AND SPEECH & LANGUAGE THERAPISTS

- Use strategies, in liaison with the teacher and speech and language therapists, to support pupils to achieve learning goals.
- Assist with the planning and delivery of learning activities and interventions.
- Monitor pupils' responses to learning activities and accurately record achievement/progress towards specific targets.
- To advise and implement strategies for identified barriers to learning.
- TO report advice and strategies to the Headteacher and SENDCo as well as formally recording on CPOMs.
- To work effectively alongside teachers and support staff, advising how to implement strategies.
- To monitor the effectiveness of any strategies put in place.
- Provide detailed and regular feedback to teachers, support staff and speech and language therapists on pupils' achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.

- Work on a 1:1 basis with pupils or in small groups taking responsibility for their learning, setting up speech and language interventions, creating resources and adapting activities to meet the needs of all pupils.
- Work in partnership with the teacher/therapists to support school systems. This may include contributing to meetings as appropriate.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, health & safety, security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and adhere to school policies and procedures in relation to teaching & learning, behaviour, pastoral care and special educational needs.
- Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop,
- Contribute to the overall ethos, work and aims of the academy
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- 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.
- Always promote equal opportunities
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher & Speech & Language Therapist, to support achievement and progress of pupils.
- Recognise own strengths and areas of specialist expertise and use these to advise and support others.

DEVELOPING SELF AND WORKING WITH OTHERS

Effective relationships and communication are important in a school role and you will be expected to manage yourself and your relationships well. Through performance management and effective continuing professional development practice you will be expected to achieve high standards. You will be committed to your own continuing professional development.

This will include:

- Valuing people and treating them fairly, equitably and with dignity and respect to create and maintain a positive school culture in accordance with the Christian beliefs underpinning the school.
- Ensuring own CPD includes developments in education.
- Develop and maintain a culture of high expectations for self.
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development.
- Managing own workload to allow for reflection and an appropriate work/life balance.

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

As part of the Diocese of Coventry Multi Academy Trust, employees are expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

KEY ORGANISATIONAL ACTIVITIES

The post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equal Opportunities framework.
- Commitment and contribution to improving standards for pupils as appropriate.
- Contributing to the maintenance of a caring and stimulating environment for pupils.

STRENGTHENING THE COMMUNITY

Schools exist in a distinctive social context, which has a direct impact on what happens inside the school. School leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other schools. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

This will include:

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing with racial harassment.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Be a part of creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Be a part of building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

SAFEGUARDING CHILDREN AND SAFER RECRUITMENT

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment. The Office Assistant plays a role in this within the school and the post is subject to enhanced DBS disclosure, prohibition and disqualification checks.

Queens **will ensure that:**

- The policies and procedures relating to safeguarding and safer recruitment are adopted by the governing body are fully implemented and followed by all staff.

- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

ADDITIONAL DETAILS

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Person Specification

Teaching Assistant

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	A good general education, including GCSE English and Maths or equivalent.	√		√		
2	Hold a recognized and relevant NVQ Level 2		√	√		
3	Evidence of continuous professional development relating to curriculum, teaching and learning		√	√		
Professional Experience and Knowledge						
1	Have good communication and listening skills and be able to present information verbally and in writing to others.	√		√	√	
2	Evidence of relevant training/professional development and its application in a school or other educational setting	√		√	√	
3	Specific training on speech, language and communication needs e.g. social skills, running language groups, ELSA interventions etc.		√	√		
4	Basic understanding of child development and learning	√		√		
5	Knowledge of assisted communication e.g. AAC devices, signing, Makaton		√	√		
6	Understand schools' policies and how they relate to local and national frameworks/policies, e.g. (child protection, health and safety, equal opportunities, SEN, etc.)		√	√		
7	General understanding of the national curriculum and other basic training programmes/strategies		√	√		
8	A commitment to professional development	√		√	√	
Skills and Abilities						
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√	
2	Is articulate and approachable with excellent interpersonal communication skills both verbally and in writing	√		√	√	
3	Effective use of ICT to support learning and knowledge of specific programmes to support language development e.g. symbol software, communication in print, widget, board maker.	√		√		
4	Use of other equipment and appropriate technology	√		√		
5	Ability to self-evaluate learning needs and actively seek learning opportunities		√	√	√	
6	To work positively with people of diverse backgrounds, characteristics and experiences taking into account of the Church foundation and the richness and diversity of our communities.	√		√		
7	To pro-actively ensure that Equalities and Diversity policies are implemented throughout intervention planning/delivery and pastoral work.		√			
8	Display commitment to child protection and safeguarding of children and young people	√		√	√	√
9	Be able to drive and have access to a car as there may be times when you have to travel between schools in any given day	√			√	