



Teaching Assistant plus Lunchtime Cover

Central MAT Office

The Diocese of Coventry Multi Academy Trust
St James' C of E Academy
Barbridge Road
Bulkington, Bedworth
CV12 9PF

Candidate Information

Together, pursuing life in all its fullness

Teaching Assistant plus Lunchtime Cover (part-time)

About the Role

The Trust is looking to appoint an inspirational and highly effective staff member who is committed to supporting the Ryton-on-Dunsmore C of E Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A full time role
- TA rate - A salary of £25,185 - £25,583 per annum FTE. This is on the Grade D, Scale Points 4 – 5 (depending on experience).
- MDS Rate - A salary of £24,796 per annum FTE. This is Grade B, Scale Point 3.
- Eligibility to join the LGPS Pension Scheme
- A supportive network of professional colleagues
- A strong culture of professional development, including access to apprenticeship levy development
- The opportunity to be part of an aspirational organization and contribute to its development and growth
- Employee Assistance Programme
- Cycle to Work Scheme
- Employee Benefits 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. Please contact Sherrise Cullen, our Headteacher, on school.office@rytonondunsmore.covmat.org for an informal discussion about the post. Please apply through My New Term's online application process.

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.

Job Description

KEY PURPOSE

To work under the instruction and guidance of teaching and senior staff to undertake a support program, to enable access to learning for pupils Learning will be carried out both inside the classroom and in the outdoor classroom.

ACCOUNTABILITIES

The appointee will be line managed by the Headteacher.

PRINCIPAL RESPONSIBILITIES

- Support learning for pupils placed in the provision, under the direction of the lead teacher, the SENCO, SLT.
- Develop a good understanding of the specific needs of pupils, including their individual targets.
- Support pupils' learning in the provision and their mainstream classrooms so that they improve in independence, progress and attainment.
- Help pupils develop their personal, emotional, and social skills, implementing behaviour support plans and delivering pastoral care.
- Develop supportive relationships with pupils and individualised approaches.
- Maintain an appropriate learning environment to meet the needs of pupils
- Support the production and organisation of resources within the school in order to promote quality and independent learning
- Understand the personal, social and emotional needs of pupils and their impact on behavioural challenges.
- Provide supportive feedback to pupils under the guidance of class teacher/SENCO or.
- Provide personal care (e.g. toileting, changing, dressing and feeding, medication) as required.

Support for Teachers

- Have a sound knowledge and/or experience of the EYFS/KS1/KS2 curriculum
- Use strategies, in liaison with the teacher, to support pupils to achieve their outcomes
- Assist with the planning and implementation of learning activities
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Establish positive and constructive relationships with parents and carers
- Carry out observations and assessments of children
- Support children and groups within the environment including taking small groups – e.g. phonics, circle times and focused activity learning
- Duties may include helping with toileting and changing as the need

Support for Children

- Develop a positive and supportive relationship with pupils
- Be aware of the differing needs of pupils

- Provide individualised support for pupils, ensuring their safety and access to learning activities
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher

Support for the Curriculum

- Undertake structured and agreed learning activities/teaching programs, adjusting activities according to pupil responses
- Undertake programs of intervention, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use
- Assist in the display and presentation of learning cues and pupils work inside and outside of the classroom environment as required

Support for the School

- Undertake training and CPD as required
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as required
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunch time 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
- Be a role model for pupils and colleagues in terms of behaviour and attitude
- Always be punctual and professional
- Maintain confidentiality, comply with policies and procedures relating to child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Actively support the school and borough equal opportunity policies and ensure that all pupils have equal access to opportunities to learn and develop

SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST

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

STRENGTHENING THE COMMUNITY

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy 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 academies. 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 harassment of any kind.
- 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
- 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.
- 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

Our Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

The Trust will ensure that:

- The policies and procedures relating to safeguarding and safer recruitment 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.

DATA PROTECTION

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

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 all Trust policies and procedures and 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 Chief Executive 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

Personal Qualities, Qualifications and Experience		Measured By				
		Essential	Desirable	Application	Interview Process	References
Qualifications and Training						
1	Hold a recognised relevant NVQ level 2 qualification	√		√		
2	Minimum GCSE A – C (or equivalent) in English and Maths	√		√		
3	Have a good level of knowledge and understanding of at least one area of learning eg. English, Maths, Science	√		√		
4	Evidence of continuous professional development relating to curriculum, teaching learning and SEN		√	√	√	√
5	Team Teach Trained		√	√		
Professional Experience and Knowledge						
1	Substantial, successful, relevant and recent experience in a primary school or Academy	√		√	√	√
2	Understand school's policies and how they relate to local and national frameworks/policies eg. Child protection, health & safety, equal ops, SEN etc.	√		√	√	√
3	Knowledge and understanding of safeguarding requirements and good practice	√		√	√	
4	Knowledge of recent developments in the national curriculum	√		√		
5	Experience of supporting children with Special Educational Needs in an inclusive environment	√		√	√	
6	Can plan own work when required	√		√	√	
7	Can transfer theory/Training into practice	√		√	√	
8	Experience of using ICT effectively in classroom teaching	√		√	√	
9	An understanding of the role of parents as partners in education	√		√		
10	A commitment to and evidence of promoting diversity and equal opportunities within the workplace, classroom, curriculum and employment practice	√		√		
11	Understanding of the distinctive Christian character of a Church school		√	√	√	
12	A commitment to professional development	√		√	√	

Teaching and Learning					
1	A proven track record in ensuring the highest possible standards in teaching and learning	√		√	√
2	Good understanding and application of best practice in teaching of phonics and knowledge of the use of Assessment Without levels	√		√	√
3	Successful experience of positive behavior management and developing a pupil focused, inclusive and effective learning environment so that behaviour and attendance are outstanding	√		√	√
Personal Qualities					
1	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the school	√		√	√

I **(name)** hereby confirm that I have received a copy of the Job Description for the post of **job title**

Signed

Date

