

ROLE PROFILE

#RKLTPeople

Nurturing Ambition, Inspiring Excellence



Red Kite Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Appointments will be subject to an enhanced DBS disclosure. We are an equal opportunities employer which welcomes applications from all sectors of the community. We are committed to promoting diversity and want a workforce which reflects the local population of each of our schools.



www.rklt.co.uk/careers



*In our Trust we will consider requests for **flexible working** at the recruitment stage. For many roles some flexibility is possible. We can't promise to give you exactly what you want, but we do promise to have an open discussion and give careful consideration to your preferences.

Job Title:	Teaching and Learning Assistant SEND	School/Department:	Oatlands Junior School
Salary Grade:	Band 4 SCP 2-4	Working Hours:	20 hours 25 minutes per week Monday-Friday 8.55am – 1.00pm Term time +Training Days
Contract Type:	Permanent	Location:	Harrogate

Responsible to: Headteacher

Role summary:

To work on a 1:1 basis supporting a child with special educational needs and lunch duties.

To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for the child/ren.

At Oatlands Junior School, we are committed to ensuring that every child is supported to achieve their full potential and has equal access to the curriculum. We value teamwork and collaboration across our all-through academy and are looking for an enthusiastic Teaching and Learning Assistant - SEND to join our dedicated team in making a meaningful difference to our students' educational experience.

Red Kite Learning Trust is committed to safeguarding and promoting the welfare of students and expects all colleagues and volunteers to share this commitment.

Special conditions of service: No smoking policy, including e-cigarettes/vaping. Requirements to work outside of school hours and off school premises as required by the school.

Role specific responsibilities:

- To support children ensuring their safety, access to learning and wellbeing through a programme of personalised learning
- To establish good relationships with child/ren, acting as a role model and being aware of and responding appropriately to individual needs



- To attend to the child's personal needs, and implement related personal programme, including social, health, physical, hygiene, first aid and welfare matters
- To support children in respect of local and national learning strategies through taking responsibility for the preparation, adaptation and delivery of agreed learning activities.
- To assist with the supervision of children out of lesson times, including before and after school and at lunchtimes
- To 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

All colleagues, regardless of career stage, will make a positive contribution to the wider life and community of our school, for example through sport, music, hobbies etc.

RK People responsibilities:

- Contribute to the overall [aims and values](#) of our Trust, appreciate and support the roles of other members of the wider team and attend and participate in relevant meetings as required
- Comply with all Trust policies and procedures including child protection, health, safety, welfare, security, confidentiality and data protection, reporting any concerns to the appropriate person
- Contribute to ensuring safeguarding procedures are in place and used effectively at all times

The role holder must demonstrate a flexible approach to the delivery of the role. Consequently, the role holder may be required to perform work not specifically identified in the job profile but which is in line with the general scope, grade and responsibilities of the role.

Our Trust Mission

Nurturing ambition, delivering excellence and enriching children's lives.



Our Trust Values



Collaboration
We pull together to deliver the best outcomes for every child in every school, working with professional generosity and openness for the common good. We share joy in our achievements - personal and collective.



Integrity
We put ethical leadership and excellent governance at the heart of our Trust, serving our schools and communities with fairness, honesty and transparency and a hunger for social justice.



Respect
We champion equity, equality and diversity. We treat our children, families, staff and partners with respect and kindness - modelling our values and wanting the very best for each other.

Our Trust Goals



We champion learning
Learning together creatively with a rich and broad curriculum, where great teaching and confident reading are fundamental to enriching children's lives.



We promote wellbeing
Ensuring the wellbeing of every child and member of staff in our Trust.



We invest in our people
Supporting every member of staff throughout their career to be the best that they can be.



We innovate with technology
Enabling all learners to harness technology, ensuring all have access at home, and innovating with technology for learning.



We are our Trust
Growing together collaboratively we will strengthen our Trust for the benefit of our children, our staff, our communities and our environment.



PEOPLE PROFILE		
Aptitudes and Characteristics	Essential	Desirable
Ability to relate well to all adults and children in a 1:1 capacity	*	
Ability to work flexibly and collaboratively as part of a team as well as on own	*	
Able to use own initiative and motivate others	*	
Ability to plan effectively using a cross-curricular skills-based approach	*	
Ability to investigate, evaluate, solve problems and make decisions	*	
Ability to demonstrate a commitment to equality of opportunity for all students	*	
High level of skill in dealing with issues relating to student behaviour	*	
Ability to work under pressure and to meet deadlines	*	
Able to work with discretion at all times in the disclosure of information about the Academy and a clear awareness of confidentiality	*	
Demonstrates high levels of motivation and enthusiasm and a “can do” attitude	*	
Willingness to proactively take part in training, particularly around additional needs and adaptations. Take responsibility for and be keen to improve upon own professional development	*	
Commitment to exploring opportunities to work across different phases in an all-through Academy	*	
Demonstrates full commitment to safeguarding and promoting the welfare of children and young people	*	
Qualifications, Knowledge and Experience	Essential	Desirable
GCSE (or equivalent) Maths and English at Level 2 (Grade C/4 or above)	*	
Completion of DfES Teaching Assistant Induction Programme		*
Relevant First Aid training		*
Excellent teamwork and communication skills	*	
Excellent organisation and time management skills	*	
Good numeracy and literacy skills	*	
Good IT and basic technology skills (e.g. computer, tablet, video, photocopier)	*	



Excellent administration and clerical skills, including keeping records of learning and making learning resources and displays	*	
Experience of working with or caring for children of relevant age	*	
Experience of working with or caring for children with additional needs, including medical needs and Special Educational Needs and Disabilities		*
Experience of working with students with, but not limited to, an Autism Diagnosis		*
Demonstrates a high level of skill in dealing with issues relating to student behaviour		*
Understanding of the principles of child development, learning and behaviour: this includes how to support children in overcoming potential barriers to learning	*	
Understanding classroom roles and responsibilities and your own position within these as a 1:1 member of staff	*	
Awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection		*
Safeguarding and Promoting the Welfare of Students	Essential	Desirable
An appropriate motivation to work with children and young people	*	
Ability to maintain appropriate relationships and personal boundaries with children and young people	*	
Emotional resilience in working with challenging behaviours and appropriate attitudes to the use of authority and maintaining discipline	*	

