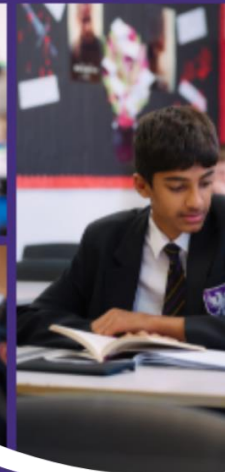




SALENDINE NOOK
HIGH SCHOOL

CANDIDATE INFORMATION PACK

Teaching
Assistant
Apprenticeship



Heritage MAT

Excellence through collaboration

Teaching Assistant Apprenticeship

JOB DESCRIPTION

<u>Trust School:</u>	Salendine Nook High School
<u>Grade:</u>	Kirklees Council National Apprenticeship Rate: Year 1 £11,492. After this, it is dependent on age.
<u>Hours:</u>	32.5 per week, term-time only
<u>Contract type:</u>	Fixed-term (typically 16 months)
<u>Reporting to:</u>	SENCO/ SEND Staff Manager
<u>Responsible for:</u>	None
<u>Job Purpose:</u>	To work under the supervision, direction and guidance of the SENCo and SEND Staff Manager to provide high-quality classroom and targeted support for students with Special Educational Needs and Disabilities (SEND).

The post holder will undertake the core responsibilities of an Educational Teaching Assistant while developing their skills, knowledge and experience through a structured apprenticeship programme with *Let Me Play Education*. The role includes supporting to students with additional needs, predominantly within a mainstream classroom environment.

Work may be carried out in the classroom, intervention spaces, or across the wider school environment.

Key Areas

- Teaching and Learning Support
- Pupil Support
- Administration and Planning
- General

Duties and Responsibilities

1. Behaviour Support

1.1 To undertake duties in accordance with school practices and procedures, ensuring the post holder actively upholds and promotes the ethos of the school.

1.2 To work under the direction of the class teacher and SENCo to support the delivery of learning activities and ensure all students can access the curriculum.

1.3 Under the guidance of the teacher, support individuals or small groups of students to reinforce learning and promote progress.

1.4 To develop skills in supporting behaviour and engagement, including responding appropriately to low-level challenges with guidance from experienced staff.

1.5 To support classroom management and promote positive learning behaviours in line with school policy.

1.6 To contribute to the reporting of student progress in line with school systems and learning objectives.

1.7 To promote inclusion and equal access to learning for all students.

1.8 To undertake relevant training in SEND, safeguarding and complex-need support as required, under the direction of the Principal.

2. Pupil Support

2.1 To provide structured support for students with SEND, including those with EHCPs and complex needs, on a one-to-one or small group basis.

2.2 To build positive, professional relationships with students to promote engagement, confidence and independence.

2.3 To support students in overcoming barriers to learning.

2.4 To contribute to reviews and meetings by providing feedback on student progress, support and outcomes.

2.5 To work collaboratively with teaching staff and the SENCo.

2.6 To actively encourage the inclusion of all students in the wider life, curriculum and activities of the school.

2.7 To develop an understanding of EHCPs and how Section F is delivered in practice.

3. Administration and Planning

3.1 To contribute to the effective delivery of support for students.

3.2 To maintain accurate and up-to-date records, ensuring detailed tracking of student needs, provision and progress, with support and guidance.

3.3 To demonstrate flexibility and compassion when working with complex cases, adapting approaches to meet individual student needs, with guidance.

3.4 To learn about and support the implementation of intervention strategies where required.

3.5 To communicate effectively with parents and carers, ensuring information is shared clearly, professionally and sensitively.

3.6 To contribute to the continuous development and improvement of SEND systems and processes within the school.

3.7 To develop understanding of SEND systems, processes and record-keeping within the school.

4. General

4.1 As part of your wider duties and responsibilities, you are required to promote and actively support the school's/LAs responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, injury and abuse. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please refer to the Employment page, working for the Council on the Kirklees website under the following link:

<http://www.kirklees.gov.uk/employment/safeguarding.shtml>

4.2 Carry out your duties with due regard to current and future school policies, procedures and relevant legislation, including SEND and safeguarding requirements. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through school communications.

4.3 To maintain confidentiality and demonstrate professional standards in all aspects of work.

4.4 To participate in training, including the completion of the apprenticeship programme, professional development and performance review processes.

4.5 To contribute to the wider life of the school, including duties, meetings and school events as required.

4.6 To undertake additional duties appropriate to the grade of the post as directed by the line manager.

4.7 To demonstrate a commitment to learning, professional development and applying new skills in practice.

EMPLOYEE SPECIFICATION

Post Title: Apprentice Educational Teaching Assistant

	ATTRIBUTES		RELEVANT CRITERIA	IDENTIFIED	RANK
1.	RELEVANT EXPERIENCE	1.1	Some experience (i.e. voluntary, placement or school-based) of working with children and young people.	Application/Selection Process	A
		1.2.	An interest in, or some exposure to, supporting students with SEND, including those with EHCPs.	Application/Selection Process	B
		1.3	Awareness of behaviour support strategies and willingness to learn how to respond to high-need situations.	Application Process	A
		1.4	Experience (including school or placement experience) supporting students in a classroom environment.	Application/Selection Process	B
		1.5	Basic communication skills with adults, including parents/carers, in a professional manner.	Application Process	A
		1.6	Some experience of completing basic records or willingness to learn administrative tasks.	Selection Process	B
		1.7	Ability to communicate clearly and appropriately with parents, carers and professionals.	Selection Process	B
2.	EDUCATION AND TRAINING ATTAINMENTS	2.1	Willingness to work towards a relevant Teaching Assistant or SEND qualification as part of the apprenticeship.	Application	B
		2.2	Training in, or willingness to undertake training in, supporting students with medical needs, crisis intervention, and complex SEND provision.	Selection Process	B
		2.3	Numeracy and Literacy skills to a level to sufficiently assist pupils with their work.	Application	A
		2.4	Willingness to undertake SEND-specific training as part of professional development.	Selection Process	A

		2.5	Willingness to undertake further training to support effective planning, organisation and oversight of provision for students with complex needs.	Selection Process	B
		2.6	Willingness to learn from experienced staff and contribute to the team, rather than lead colleagues.	Selection Process	B
3.	GENERAL AND SPECIAL KNOWLEDGE	3.1	Basic understanding of SEND or a willingness to develop knowledge of SEND legislation, policies and best practice.	Application/Selection Process	A
		3.2	Awareness of strategies to support students with additional needs and a willingness to develop skills in this area.	Selection Process	A
		3.3	Understanding and commitment to Equal Opportunities and how this relates to the duties of the post.	Selection Process	A
		3.4	Awareness of procedures for supporting students with a range of SEND needs (training will be provided).	Selection Process	A
		3.5	Knowledge of different learning disabilities and strategies to support them.	Application/Selection Process	A
		3.6	Understanding of confidentiality requirements in educational settings.	Selection Process	A
		3.7	Basic awareness of record keeping and a willingness to learn tracking and monitoring systems.	Selection Process	A
		3.8	Understanding of the importance of positive engagement.	Selection Process	B
4.	SKILLS AND ABILITIES	4.1	Good organisational skills appropriate to an entry-level role.	Application/Selection Process	A
		4.2	Ability to prioritise tasks and use initiative effectively (with guidance)	Application/Selection Process	A
		4.3	Strong attention to detail and accuracy in record keeping.	Application/Selection Process	A
		4.4	Ability to prioritise tasks and use initiative effectively.	Application/Selection Process	A
		4.5	Ability to maintain confidentiality and handle sensitive information.	Selection Process	A
		4.6	Ability to remain calm, flexible and supportive in challenging	Selection Process	A

			situations, with guidance from senior staff.		
		4.7	Developing organisational and record-keeping skills, with support and training.	Selection Process	A
		4.8	Ability to work collaboratively with the SENCo and wider staff team to plan, organise and implement provision for students with additional and complex needs.	Selection Process	A
5.	ADDITIONAL FACTORS	5.1	Understanding of equality, diversity, and inclusion principles.	Selection Process	A
		5.2	Willingness to undertake further professional development.	Selection Process	A
		5.3	Enhanced DBS clearance.	Application	A
		5.4	Strong reliability, punctuality, attendance and professional conduct.	Application/Selection Process	A
		5.5	Willingness to undertake further training, where required.	Selection Process	A
		5.6	Basic awareness of school systems and willingness to learn operational processes.	Application/Selection Process	B
		5.7	Understanding of the importance of strong parent-school communication and relationships in supporting student outcomes.	Selection Process	B

Key:

Essential (A): Must be demonstrated at the application/interview stage.

Desirable (B): Advantageous but not essential; can be developed in post.

Please make sure that you demonstrate your ability to meet the requirements of the job by giving clear, concise examples of how you meet each criterion on your application form. The letters A, B and C in the "Rank" column refer to the importance we will give your answers when we read your applications. You must have all the A's on day one to be able to do the job. You need to have all the B's to do the job, but they could be learned during the induction, and if you have C criteria, this would be an additional bonus. We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description or employee specification, please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible, and it would help us to know your needs in order to do this.

Where criteria are to be identified through the "Selection Process", this may involve written exercises, group discussions, presentations, interviews etc.