

**Advert, Job Description and Person Specification
SEN Teaching Assistant
Clara Grant Primary School**

SEN TEACHING ASSISTANT

Grade/Range:	London Borough of Tower Hamlets: Scale 3 (5-6)
Salary:	£26,193 to £26,625
Working Pattern:	Term Time
Responsible to:	Headteacher
Location:	Clara Grant Primary School, Knapp Road, London E3 4BU

WHO WE ARE

Clara Grant Primary School, part of The Boleyn Trust family of schools, is an exciting place to learn and work. We are a school with high expectations and pupil aspirations for all our pupils. Clara Grant is a happy, caring, and aspiring learning community that nurtures all pupils to achieve to be the best they can be.

Our Trust's Six Founding Principles are:

- > A commitment to a culture of lifelong learning for all.
- > A relentless pursuit of excellence in all aspects of school life.
- > A sequenced curriculum that builds on previous learning. This reflects the school's community and promotes strong personal development and enrichment opportunities.
- > Strong emotional, therapeutic, and pastoral care for all young people.
- > Robust systems for monitoring key areas of school life such as health and safety, safeguarding and the quality of teaching and learning.
- > Successful partnerships with parents, community groups and external agencies.

Our Trust's Aims are:

- > To raise attainment for all pupils in disadvantaged communities.
- > To ensure our schools reflect the community they serve.
- > The curriculum is bespoke to the needs of all our learners.
- > To provide an oasis of opportunity and experience in our schools to raise aspiration and ambition.
- > To place diversity and inclusion at the heart of all our schools.

We have an underlying sense of pride in who we are and what we do, and our inclusive culture gives rise to a unique diversity of thinking, which is critical to our success and helps maintain our position as a true education leader in England.

ROLE OVERVIEW

Clara Grant Primary School is seeking to appoint two experienced SEN Teaching Assistants who are looking for an opportunity to further develop their skill set; and be part of an innovative and forward-thinking team.

You will need to be a SEN TA who:

- > Can work under the instruction/direction of senior managers/teaching staff to support the delivery of quality learning and teaching of pupils with special educational needs.
- > Can work with children and young people who have a range of significant and often complex SEND needs for example those with autism, social, emotional, and mental health difficulties, profound and multiple, severe, or moderate learning difficulties including, in some instances, those with life limiting conditions and those who exhibit challenging behaviour.
- > Can undertake specified work with individuals, groups and whole classes under the direction and supervision of a qualified teacher.

- > Can encourage the participation of pupils in the social and academic processes of the school and enable pupils to become more independent learners.
- > Can undertake work/care/support programmes to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom.

Liaison with parents and outside agencies will be an important aspect of the role as we continue to develop an inspiring learning community.

This role is an excellent opportunity for someone who is sufficiently experienced, can build strong working relationships, and is keen to provide an exceptional service working within a complex environment.

THE APPLICATION AND RECRUITMENT PROCESS

Advertisement date : Wednesday, 28 June 2023
Closing date : Monday, 10 July 2023
Interview date : Friday, 14 July 2023
Start date : 1 September 2023

The candidate(s) selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Candidates are asked to complete an application form for this position which can be found on our website under the vacancies tab at www.claragrantschool.org and return to recruitment@claragrantschool.org.

SAFEGUARDING, SAFER RECRUITMENT & DATA PROTECTION

We are committed to safeguarding and promoting the welfare of children, and the expectation is that all staff will share this commitment. Therefore, successful applicants will be required to undertake an enhanced DBS check with barred list check (child) via the Disclosure and Barring Service (DBS) if engaged in regulated activity. We have a suite of safeguarding procedures, policies, and guidance for all our staff and volunteers to ensure we actively promote children and young people's welfare and safety.

We are also committed to equality of opportunity in employment, and it is our policy to promote equal opportunities in employment, regardless of race, colour, nationality, ethnic or national origin, creed, disability, sex, age, marital status, or sexual orientation. This applies to recruitment and selection practices, training, and promotion and in the application of national and local agreements in respect of pay and conditions of service.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, and experience as measured against the job description and person specification. The recruitment and selection of staff will be conducted in a professional, timely and responsive manner and in compliance with current employment legislation, and relevant safeguarding legislation and statutory guidance.

All information is stored securely, and any information supplied by unsuccessful candidates will be destroyed through a confidential waste system six months after the decision has been communicated, in accordance with our information and records retention policy.

The Trust ensures all applicant data is stored and processed appropriately. For further details on how your information will be managed during the recruitment process please refer to our Privacy Notice for Job Applicants. We are committed to safeguarding and promoting the welfare of children. This is reflected in our rigorous approach to the recruitment and professional development of staff. The successful applicant will be subject to an enhanced DBS check.

JOB DESCRIPTION & KEY RESPONSIBILITIES

The key responsibilities of this role are set out below. Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post holder. This is not an exhaustive list of all tasks that may fall to the post holder, and employees will be expected to perform such other reasonable duties which may be required from time to time.

Under the direction of the Headteacher:

- > Work collaboratively with teachers and other professional agencies to provide effective support for learning activities.
- > Awareness of and work within school policies and procedures.
- > To work with children and young people who have extremely complex needs and in some instances life limiting conditions. Providing an appropriate level of emotional and physical support where necessary.
- > To provide support under the direction and supervision of teaching staff to assist pupils to access the curriculum and participate fully in school activities.
- > Support pupils to understand instructions, support independent learning and inclusion of all pupils.
- > Provide support to pupils who have communication difficulties also where English is an additional language.
- > Implement and contribute to planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate.
- > Participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress.
- > Support the teacher in behaviour management and keeping pupils on task based on the expectations for individual pupils.
- > Provide support for pupils with challenging behaviour taking account of support plans and risk assessments under the direct supervision of a teacher.
- > Support the teacher in monitoring, assessing, and recording pupil progress/activities.
- > Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher.
- > Support the use of ICT in the curriculum.
- > Support children's' learning through play and planned learning activities.
- > Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements.
- > Prepare and present displays.
- > Support pupils in their social development and their emotional well-being, reporting problems to the teacher as appropriate.
- > Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate in line with school policies and procedures.
- > Assist in the development of pupil support plans (such as EHC and Myplan outcomes).
- > Support the work of volunteers and other teaching assistants in the classroom.
- > Undertake pupil record keeping and maintenance of records as requested.
- > Invigilate examinations and tests.
- > Assist with the supervision of pupils before school, break times, lunchtimes (not as a supervisory assistant) and after school clubs if required.
- > Provide cover to supervise a class and/or small group on an unexpected non- timetabled basis only.
- > Assist in escorting and supervising pupils on educational visits and out of school activities under the direction of a teacher.
- > Maintain of a clean, safe, and tidy learning environment.
- > Support pupils in developing and implementing their own personal and social development.
- > Assist pupils with eating, dressing and hygiene, as required, whilst encouraging independence.
- > Provide basic first aid, liaising with senior leaders and medical staff and if appropriate referral to health service in emergency cases.
- > May be asked to administer medications subject to agreement and in line with school policy.
- > Monitor and manage stock and supplies for the classroom.

- > Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality, and data protection, reporting all concerns to an appropriate person.
- > Show a duty of care to pupils and staff and take appropriate action to always comply with health and safety requirements.
- > Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop.
- > Contribute to the overall ethos, work and aims of the school.
- > Maintain good relationships with colleagues and work together as a team.
- > Appreciate and support the role of other professionals.
- > To attend morning briefings, staff meetings and parent’s evenings as required.
- > Participate in training and other learning activities and performance development as required to meet individual pupil and staff needs including but not limited to Hydrotherapy, Rebound, Moving and handling, Team Teach, basic First Aid, Midas, PECS; and
- > Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory.

CANDIDATE PROFILE

	Essential	Desirable
Knowledge, Qualifications and Skills Required		
A good knowledge of practical SEND and Inclusion Support.	✓	
Experience of working with young people with complex needs.	✓	
Previous Classroom Assistant (or similar role) experience.		✓
A good standard of education particularly in English and Mathematics.	✓	
Willing to undertake further professional development.	✓	
GCSE, or equivalent in English and Maths		✓
The ability to communicate effectively - both verbally and in writing and to use language and other communication skills that students can understand and relate to	✓	
The ability to respond calmly and constructively when dealing with students with SEN	✓	
Ability to manage time effectively	✓	
The ability to seek advice and assistance to meet students’ needs	✓	
Willingness to maintain confidentiality on all school matters	✓	
A willingness to engage in professional development opportunities	✓	
Ability to provide engaging 1:1 support.	✓	
To have an understanding of Special Educational Needs	✓	
The ability to learn and use a range of strategies to deal with classroom and individual behaviour	✓	
An understanding of and commitment to equality of opportunity in day- to-day working practices	✓	
The ability to work as part of a team	✓	
Awareness of literacy development.	✓	
Experience of using Information Technology to support students in the classroom.		✓
A commitment to safeguarding and promoting the welfare of children, young people, and vulnerable adults.	✓	
Be willing to familiarise yourself with school policies and procedures in relation to safeguarding and/or child protection.	✓	

OUR RECRUITMENT STRATEGY

We understand that our staff are our most valuable resource. We are committed to recruiting the absolute best support staff, teachers, and leaders to support and nurture our children, families, and communities. Once these inspiring members of staff join us, we invest in their career and development so that we can retain the absolute best leaders, teachers and support staff in our schools and central teams, or the profession as a whole.

This investment includes:

- > All staff receive 3 wellbeing days each academic year.
- > All schools get a 2-week October half-term.
- > Supporting and growing the next generation of teachers through our school-centred initial teacher training programmes via London District East SCITT.
- > Providing research and evidence-based Continuous Professional Development (CPD) for all our staff.
- > Providing high-quality early career support through bespoke training, coaching, and mentoring for Early Career Teachers (ECTs) in line with the Early Career Framework (ECF).
- > Providing recognised pathways of training and support to expert teachers who do not want to take the step into leadership.
- > Supporting aspirational and current school leaders to develop their knowledge, understanding and skills as middle, senior and executive leaders, including facilitating the National Professional Qualifications (NPQs).
- > Recognising leadership expertise and the capacity to support leaders beyond their own school through School-to-School support commissioned by the DfE, National Leaders of Education (NLE) and National Leaders of Governance (NLG).
- > Funding specialist roles that meet our organisational aims and objectives, including Data Protection Champions, and Wellbeing Champions.
- > Providing support through our employee assistance programme, Health Assured, funded by the Trust.
- > Proactively working to reduce unnecessary teacher and leader workload, utilising the DfE Reducing Teacher Workload Toolkit.
- > Valuing the importance of good industrial relations and we are proud to have great working relationship with Trade Union colleagues.
- > High-quality in-house and external HR support.
- > Facilitating voluntary secondment opportunities for staff to transfer to other settings within and outside of the Trust, to further develop skills and experience.
- > Providing internal vacancies to give staff clear opportunities for promotion, while maintaining continuous service.
- > Giving pay awards in line with national recommendations.