



The Consortium Trust

All applications returned via email:
office.glebeland@bordersprimary.org



Vacancy for EYFS Level 3 Teaching Assistant at Glebeland Primary School

Days: Monday to Friday
Times: 8.30am –15.15pm plus 30 mins per week paid CPD time (1/2 hour unpaid lunch)
Hours: 31.75 hours per week
Venue: Glebeland Community Primary School - Full mobility within the Partnership & Trust
Salary: £9.64 - £10.86 per hour(dependant on experience)

Details: We require an experienced, dedicated, friendly and professional Teaching Assistant who can work effectively across the primary phase in our wonderful school. Experience of supporting children with special educational needs, challenging behaviours and disability is essential. This post may have some 1:1 responsibility each week and may involve support for other schools within our Partnership.

We can offer:

- Competitive salary
- Full support and training from a wider team
- Wide range of staff benefits
- Extensive Wellbeing support package
- Opportunity for career progression

Requirements: We are looking for an experience Teaching Assistant who:-

- Can follow plans and work on own initiative.
- Is capable of taking responsibility for small groups or short term for whole class
- Can communicate clearly with children and adults, verbally and in writing.
- Has experience of working with all ages of children in school.
- Is able to support a range of abilities including pupils with SEND
- Can work both with a small group and on a 1:1 basis with pupils.
- Can contribute to assessments.
- Has a willingness to make a contribution to the general smooth running of our school.
- Able to adhere to policies and procedures and follow GDPR guidelines
- Able to maintain confidentiality
- Is confident in supporting good behaviour management skills;
- Has a desire to participate in school and Trust CPD opportunities;
- Has an awareness of Safeguarding,
- Is willing to travel to other school sites as required
- Has basic administrative experience

Qualifications: Grade C /4+ level Numeracy and Literacy;
Has a good level of computer literacy;
Early Years Level 3 qualification

Line manager: Samantha Barnard, Assistant Academy Head

Training: As Required

Start date: September 1st 2022

Closing Date: 19th July 2022

Interview Date: w/c: 25th July 2022

The Consortium Trust is committed to safeguarding and promoting the welfare of children and young people. All successful applicants will be required to undertake an enhanced DBS check.

For an application form and job description or further information, please contact Mrs Diane Ives at Glebeland Community Primary School on 01502677354 or at: office.glebeland@bordersprimary.org

Where together excellence and pupils thrive

Role: Teaching Assistant/Early Years Practitioner
Pay Point: 2-8
Salary: £9.64 - £10.86 per hour
Locality: School based with full mobility



The Consortium Trust is a lifelong learning community. It recognises, will promote and expects sharing of best practice. All employees are expected to participate with this ethos and there may be opportunities where you will be expected to mentor, advise or share best practice with your colleagues.

Please note the relevant professional standards of Teaching Assistant role should be read in conjunction with this document.

JOB PURPOSE

The Teacher/Senior EYFS Practitioner plans lessons and directs learning and caring. Teaching Assistants provide support to the Teacher/Senior EYFS Practitioner and through this to pupils and to the teaching of the curriculum and achieving early learning goals. Teaching Assistants work under the direction of the Teacher/Senior EYFS Practitioner, whether with the whole class/room, a small group or an individual pupil.

All duties will be carried out within recognised procedures or guidelines relevant to the age of the child and the Teacher/Senior EYFS Practitioner will be available for support and guidance. The level of expertise is relevant to the pay point and experience of the employee.

There will be some need to interpret information or situations to solve both straightforward problems and there may be the need to respond independently to unexpected more complex problems. The employee has access to a line manager for advice and guidance.

The duties and responsibilities of any post may change from time to time, and post holders may be expected to carry out other work not explicitly mentioned above which is considered to be appropriate to their existing level of experience and responsibility.

TEACHING AND LEARNING ACTIVITIES

- Work with pupils, either one-to-one or in small groups, some of whom may have Special Educational Needs and may need further support with learning e.g. supporting literacy and numeracy work, listening to reading etc.
- Use curricular/learning skills and experience to support pupils and assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations while encouraging pupils to interact and work co-operatively with others.
- To meet the personal care needs of pupils whilst encouraging independence (including toileting and feeding)
- To contribute to a high standard of physical, social, emotional and intellectual care.
- Promote inclusion and acceptance of pupils while encouraging constructive relationships within the classroom and with parents.

- Design and use and disseminate effective strategies to promote positive behaviour
- Use ICT skills to support and enhance pupil's learning
- Advance learning when working with individuals and small groups
- Design, organise and manage learning activities in ways which keep learners safe
- Direct the work, where relevant, of other adults in supporting learning
- Using their expertise to contribute to the planning and preparation of learning activities
- Devise or contribute to clearly structured activities that interest and motivate pupils and advance their learning

MONITORING AND ASSESSMENT

- Monitor learners' responses to activities and modify the approach accordingly
- Monitor learners' progress in order to provide focused support and feedback
- Be responsible for keeping and updating records as agreed with the teacher/ Senior EYFS Practitioner, contributing to reviews of systems/records as requested and undertaking marking of pupils' work and accurately recording achievement/progress. Administer and assess routine tests and invigilate exams/tests.
- Work with the teacher/ Senior EYFS Practitioner in lesson planning, evaluating and adjusting lessons/work plans as appropriate, and establishing an appropriate learning environment. Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.
- Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide objective and accurate feedback and reports as required, to the teacher/ Senior EYFS Practitioner on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher/ Senior EYFS Practitioner within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed

PERSONAL SPECIFICATION

PROFESSIONAL ATTRIBUTES

- Have high expectations of children and young people with a commitment to helping them fulfil their potential
- Establish fair, respectful, trusting, supportive and constructive relationships with pupils
- Demonstrate the positive values, attitudes and behaviour they expect from pupils
- Communicate effectively and sensitively with children, young people, colleagues, parents and carers
- Recognise and respect the contribution that parents and carers can make to the development and wellbeing of all
- Demonstrate a commitment to collaborative and cooperative working with colleagues
- Improve their own knowledge and practice including responding to advice and feedback
- Able to supervise larger numbers of pupils when on duty break/lunchtime
- Able to work with small groups of pupils when carrying out specific tasks or on educational visits etc
- Creative ways of learning/making learning interesting

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

- Understand the key factors that affect children and young people's learning and progress
- Know how to contribute to effective personalised provision by taking practical account of diversity
- Have sufficient understanding of their area(s) of expertise to support the development, learning and progress of children and young people
- Have achieved a nationally recognised qualification at level 2 or above in English/literacy and Mathematics/numeracy
- Know how to use ICT to support their professional activities
- Use of guillotine, craft knives, glue guns etc. when displaying work or helping pupils in practical lessons
- Know how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support
- Understand the objectives, content and intended outcomes for the learning activities in which they are involved
- Know how to support learners in accessing the curriculum in accordance with the special educational needs (SEND) code of practice and disabilities legislation
- Know how other frameworks, that support the development and well-being pupils, impact upon their practice
- Basic knowledge of First Aid/Paediatric First Aid
- Ability to access and follow school and Trust policies and procedures
- Attend and participate in regular meetings and take part in training and other learning activities as required by both the school and Trust.

NOTES

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed
- 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.
- This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Academy Head.
- This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.