



**Special Educational
Needs Teaching
Assistant
(SEND TA)**



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Letter from Catherine Paine, Chief Executive Officer

Dear Candidate

Thank you for your interest in this role within the REAch2 Academy Trust.

This is a hugely exciting time for our family of schools. The Trust has been recognised by the Department for Education as being well placed to raise standards and achieve excellence for pupils in a growing number of schools nationwide. We are presented with a rare opportunity to make a real difference to the lives and life chances of so many primary school children – many of whom haven't previously received the educational opportunities they deserve.

The Trust includes schools at all stages of development, from those requiring significant improvement through to existing outstanding schools. As a Trust we are clear about the importance of achieving long term sustainability for our schools. Our vision is to enable individual academies to flourish with real autonomy, whilst also ensuring a strong ethos of support and collaboration across our schools.

Employees within REAch2 belong to a national community of professionals, and benefit from a wide range of networks and development opportunities across the Trust. In time, our best teachers are able to work across schools, develop specialisms and step up to leadership roles within and beyond their own academy. The Trust provides a strong culture of collaboration and support, together with high expectations for staff and pupils alike.

Those we recruit are able to demonstrate that they share our values, are highly motivated to work with colleagues within and beyond their school to continuously develop their skills and pursue professional excellence and are committed to providing the highest standards of teaching for all children. If that is you then we would be delighted to receive your application.

Catherine Paine

CEO



Our Cornerstones and Touchstones

REAch2 is defined by the values of **excellence, quality, delivery and standards** – these features give the Trust its enduring attributes and its inherent reliability.

However, what gives each REAch2 Academy its uniqueness are the Touchstones of the Trust (seen on the right). Just as 500 years ago touchstones were used to test the quality of the gold they marked, so too our touchstones find what is precious and set these things apart. They are used to express the values and ethos of the Trust and describe what the Trust wants to be known for and how it wishes to operate.

With good **leadership**, we aspire to develop children academically, emotionally, physically and spiritually. We notice talent and spot the ‘possible’ in people as well as the ‘actual’. Developing potential across our Trust becomes a realisation that there is a future worth pursuing for everyone.

Children deserve **enjoyment** in their **learning** and the pleasure that comes from absorption in a task and achieving their goals. Providing contexts for learning which are relevant, motivating and engaging, release in children their natural curiosity, fun and determination.

Inspiration breathes energy and intent into our schools: through influential experiences, children can believe that no mountain is too high and that nothing is impossible.

REAch2 serves a wide range of communities across the country and we celebrate the economic, social, cultural and religious diversity that this brings: embracing **inclusion** ensures that we are a Trust that serves all, believing that everyone can succeed.

We take our **responsibility** seriously. We act judiciously with control and care. We don’t make excuses, but mindfully answer for our actions and continually seek to make improvements.

REAch2 is a Trust that has a strong moral purpose, our **integrity** is paramount. Our mission is to change children's lives by providing the very best quality education we can. Through this, children can fulfil their potential, become happy, successful adults and contribute effectively and meaningfully to society. We welcome the fact that all our decisions and actions are open to scrutiny. [You can learn more about REAch2 at our website: www.reach2.org](http://www.reach2.org)



The role

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|---------------------------|--|
| Post: | Special Educational Needs Teaching Assistant (SEND TA) |
| School / Location: | The Robert Fitzroy Academy |
| Start Date: | September 2024 |
| Salary: | NJC SP5 –6 £27030 – £27438 This is the FTE salary, the salary will be pro rata for the number of hours and weeks worked. |
| Hours: | 33 hours per week – Term Time Only plus Inset days |
| Contract Term: | Fixed Term. The contract will end should the child you are supporting leave the school. |

Who are we?

The Robert Fitzroy Academy is a three-form entry primary school in Croydon situated in the heart of the local community. We are part of a family of schools within the REACH2 Academy Trust. We are an Ofsted rated 'Good School' with three previous 'Good' inspections since our opening in 2012. The Academy's main aim is to provide exceptional learning experiences for its pupils and we wish to recruit staff that are committed to providing an inclusive, stimulating environment which encourages children to become confident, happy learners. Our fundamental belief is the whole child is the whole point.

It is our goal to create a school where children can achieve academically but also flourish as citizens of the world.

What are we looking for?

We are looking to recruit an experienced Teaching Assistant, specifically to work with two pupils with special educational needs – one in year 4 and one in year 6. You will need to have personal qualities and skills of the highest order, to help ensure that the Robert Fitzroy Academy becomes a truly outstanding and highly successful school. Your role will be to support the class teacher, to support pupils' learning and to support the ethos of the Academy.

In particular, successful candidates should have:

- Experience of working with and caring for children with special educational needs within a school setting.
- Experience of working with children with limited verbal skills.
- Able to work independently with support from teachers to deliver a personalised curriculum & the ability to ask questions.
- Ability to deliver intervention to support skills.
- High expectations of students in terms of learning, achievement and behaviour
- Enthusiasm and dedication to developing innovative approaches to learning, teaching, mentoring and guidance.
- A commitment to promoting and fostering good relationships between children and with parents and colleagues.
- The ability to deescalate children who are dysregulated and an understanding of positive behaviour management.
- Knowledge of the SEND code on practice

You should be:

- Forward thinking and willing to adapt to the changing needs of the school and the SEN pupils.
- Able to work independently and plan support for children in collaboration with the teacher and follow recommendations from outside agencies.
- Able to promote the warm, caring and friendly ethos of the school to pupils, parents and the public.
- Able to work under pressure, whilst remaining calm and patient
- Able to manage challenging behaviour linked to needs.
- Confident to use your own initiative when required.
- Good at working to timescales and able to timetable your day using visual timetables for the children.
- Computer literate and knowledgeable about SMART targets

What we can offer you?

- An active school community with supportive parents
- An award-winning learning environment
- Excellent professional development opportunities
- A supportive working culture that focuses on positive learning behaviour and high expectations for all children
- Continued professional development through weekly meetings.
- Support from teachers, team leaders and Senior leaders
- The chance to work with a supportive family of schools (REAch2 trust) who share the same passion for primary education.

Find out more.

Our website <http://www.robertfitzroyacademy.com> is full of information about our school. We also have a very lively social media culture at the school which we will expect you to contribute to if you join us. You can see all our social media in one place on the Latest News tab on our website.

The application

You are invited to submit an application form to **Deborah Tapson, Office Co-ordinator** via [MyNewTerm](#)

REAch2 Academy Trust have an Equal Opportunities Policy for selection and recruitment. Applicants are requested to complete the Trust's online [Equality & Diversity Monitoring Form](#) separately.

In accordance with our Safeguarding Policy the successful candidate will be required to have an enhanced DBS check.

To arrange an informal discussion please contact **Deborah Tapson, Office Co-ordinator** via school office by calling 020 8662 9700

The application process and timetable

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|------------------------------|--|
| Application deadline: | Thursday 18 th July 2024 at midday (12pm) |
| School visits: | By appointment only |
| Interviews: | To be confirmed |
| Contract details: | Permanent – 33 hours per week – Term Time Only plus Inset days |
| Salary: | NJC SP5-6 FTE £27030 – £27438 |
| Start date: | September 2024 |

The candidates selected for interview will be informed after shortlisting and full details of the interview programme will be provided.

Safeguarding, Safer Recruitment and Data Protection

At REAch2 we recognise that those who work in an academy are in a unique position in their care of children. The responsibility for all staff to safeguard pupils and promote their welfare, as stated in Section 175 of the Education Act (2002) is one that is central to our ethos, our policies and our actions. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and we are committed to applying our policies to ensure effective levels of safeguarding and care are afforded to all our pupils.

We will seek to recruit the best applicant for the job based on the abilities, qualifications, 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 Applications](#).

Job Description

Post **Special Educational Needs Teaching Assistant (SEND TA)**

Responsible to: **SENCO**

Role & Job Purpose

To work under the instruction/guidance of teaching/senior staff to 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. Work may be carried out in the classroom or outside the main teaching area.

Support for Pupils

- Supervising and providing particular support for a pupil with special educational needs, ensuring their safety and access to learning activities.
- Setting challenging and demanding expectations and promote self-esteem and independence.
- Providing feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Assisting with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
- Establishing constructive relationships with pupils and interacting with them according to individual needs.
- Promoting the inclusion and acceptance of all pupils.
- Encouraging pupils to interact with others and engage in activities led by the teacher.

Support for the Teacher

- Using strategies, in liaison with the teacher, to support pupils to achieve their learning goals.
- Assisting with the planning of learning activities.
- Monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour.
- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans and assisting with the display of pupils' work.
- Establishing constructive relationships with parents/carers.

- Administering routine tests, invigilating exams and undertaking routine marking of pupils' work.
- Providing clerical/admin. support e.g. photocopying, typing, filing, money, administer coursework etc.

Support for the Curriculum

- Undertaking structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years recording achievement and progress and feeding back to the teacher.
- Supporting the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use.

Support for the School

- Participating in training and other learning activities and performance development as required.
- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop.
- Contributing to the overall ethos and aims of the school.
- Appreciating and supporting the role of other professionals.
- Attending and participating in relevant meetings as required.
- Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher.

To contribute as an effective and collaborative member of the school team

- Participating in training to be able to demonstrate competence.
- Participating in first aid training as required.
- Participating in the on-going development, implementation and monitoring of the service plans.
- Championing the professional integrity of the School Service
- Supporting Customer Focus, Best Value and electronic management of processes.
- Actively sharing feedback on School policies and interventions.

Green Statement

- Seeking opportunities for contributing to sustainable development of the borough, in accordance with REAch2's Green Commitment. In particular, demonstrating good environmental practice (such as energy efficiency, use of sustainable materials, sustainable transport, recycling and waste reduction) in management of the service provision.

Data Protection

- Being aware of REAch2's responsibilities under the Data Protection Act 1984 for the security, accuracy and relevance of personal data held on such systems and ensure that all administrative and financial processes comply with this.
- Maintaining client records and archive systems, in accordance with departmental procedure, policy and statutory requirements.

Confidentiality

- Being expected to treat all information acquired through your employment, both formally and informally, in strict confidence. There are strict rules and protocols defining employees' access to and use of REAch2's databases. Any breach of these rules and protocols will be regarded as subject to disciplinary investigation. There are internal procedures in place for employees to raise matters of concern regarding such issues as bad practice or mismanagement.

Equalities

- REAch2 has a strong commitment to achieving equality of opportunity in its services to the community and in the employment of people. It expects all employees to understand, comply with and to promote its policies in their own work, to undertake any appropriate training and to challenge racism, prejudice and discrimination.

Health and Safety

- Every employee is responsible for their own Health & Safety, as well as that of colleagues, service users and the public. Employees should co-operate with management, follow established systems of work, use protective equipment where necessary and report defectives and hazards to management.

Person Specification

The person specification is a picture of the skills; knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in the short listing and interview process for the post. If you are a disabled person and are unable to meet some of the job requirements specifically because of your disability, please say this in your application. If you meet all the other criteria you will be short listed and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements. Those categories marked 'S' will be used especially for the purposes of short listing.

| Job related knowledge/aptitude/skills: (SHORTLISTING CRITERIA Marked 'S') | |
|---|------------------|
| Experience | |
| Experience or interest in working with children of primary age | S |
| Qualifications/Training | |
| Good numeracy/literacy skills | S |
| Completion of DfES Teacher Assistant Induction Programme | Desirable |
| NVQ 2 in teaching assistance or equivalent qualifications or experience | Desirable |
| Training in supporting children with speech and language difficulties | Desirable |
| Training in the literacy/numeracy strategy | Desirable |
| First aid training/training in specific medical procedures as appropriate | Desirable |
| Knowledge & Skills | |
| Effective use of ICT to support learning | S |
| Use of other equipment technology - video, photocopier | S |
| Knowledge of relevant polices/codes of practice and awareness of relevant legislation | S |
| General understanding of national curriculum and other basic learning programmes | S |
| Basic understanding of child development and learning | S |

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| Ability to self-evaluate learning needs and actively seek learning opportunities | S |
| Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these; ability to relate well to children and adults | S |
| Ability and commitment to implement the school's ethos, acting as a positive role model for pupils | S |
| Good interpersonal skills. Demonstrate ability to communicate with pupils and raise their attainment in the classroom and playground | S |
| Ability to contribute to planning pupil activities and monitor and record their progress | S |
| Knowledge of Health & Safety requirements in schools | S |
| Experience | |
| Experience of working with children with statements of Special Educational Needs | Desirable |
| Experience in planning class activities, selecting or developing appropriate materials | Desirable |
| Experience in administering first aid and medication (Attendance on a recognised training course would be desirable) | Desirable |
| Personal Qualities | |
| Ability to act calmly and quickly under pressure or in an emergency | |
| Demonstrate a positive attitude to learning and a commitment to in-service training and personal development | |
| Reliability and conscientiousness | |
| Physical and sensory ability to undertake the duties of the post with or without aids. | |
| Circumstances | |
| This post is exempt from the Rehabilitation of the Offenders Act. Any criminal convictions will need to be declared if you are appointed. | |
| Equal Opportunities | |
| A commitment to implement the schools equal opportunity policy | S |
| Demonstrate a clear understanding of equal opportunities issues as they affect pupils and their families | S |