



The Meads Primary School
Application Pack

SEN
Teaching Assistant

*"We Are The Meads
Getting Better Every Day at Everything We Do"*

About Us

The Meads Primary School opened in 1962 as Limbury Mead Infant School. As the surrounding housing and population expanded, additional classrooms were built to accommodate growing pupil numbers and the school became a primary school. The population of Luton continues to grow and as part of a wider school expansion scheme, The Meads was expanded in 2011 to accommodate three forms of entry, with a total intake of 630 pupils.

We are situated in the centre of an established area in North Luton and are fortunate to have large grounds with versatile and open spaces.

Our School aims

At The Meads we work as a partnership between pupils, parents, staff and governors, to provide an inclusive learning environment where all are valued, respected and achieve their very best. Together we strive to achieve the following aims:

- ◆ To promote a set of strong values in order to develop children's moral understanding and personal development
- ◆ To provide a high-quality education which meets the needs of every child in an inclusive environment, helping them to reach their full potential
- ◆ To provide a fun, safe and nurturing environment in which children want to participate, will enjoy their learning and be motivated to improve
- ◆ To provide a rich and exciting curriculum which takes account of children's different stages of development
- ◆ To encourage parental and community involvement in the everyday life of the school, to share skills and expertise in enhancing educational opportunities for our pupils
- ◆ To ensure a consistent approach, providing continuity from induction into our Early Years 4+ provision through to supporting our Year 6 pupils in the transition process to High School

Our School Values

By promoting a school ethos which is underpinned by a set of shared ideals and principles, we aim to develop every child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The Meads Primary School – Our Vision

Imagine a school....

Imagine a school where everyone's kind;
A place where respect and acceptance you'll find.
Where teachers work hard, go beyond and above,
Where children receive unconditional love.

Imagine a school where everyone's valued,
And encouraged to choose a more positive attitude.
A school where everyone's welcome is warm
Where responsibility and resilience are taught as the
norm.

Imagine a school with a growth mindset,
Where every, 'I can't' is met with a, 'yet'.
A school where every standard is high
And where everybody believes that each one can fly.

Imagine a school where everyone reads
And where maths is no problem, for each one
succeeds.

Where geography, history, computing and science
Are all taught with gusto and the constant appliance
Of values; where the learning of knowledge and skills
Is a source of excitement and wonder and thrills.

Imagine a school where dancing's a must,
Where laughing and joking are things that are just
Part of what's done, a feature for all
And fun within lessons means that all have a ball.

Imagine a school where everyone sings,
And from every classroom it's music that rings.
Where play and creation are par for the course
And drawing and painting are one constant source
Of enjoyment for everyone, the tall and the short,
Just like designing and making, and PE and sport.

Imagine a school where all want to be,
A place full of joy for you and for me.
Imagine a school that meets everyone's needs.
You don't have to imagine – We Are The Meads.

Welcome Letter

Dear Applicant

Thank you for requesting details of the position of Teaching Assistant (1) for SEN at our school.

The Post

Teaching assistants at The Meads work in conjunction with class teachers and/or SENDCo to provide carefully targeted support to individuals and small groups, through the use of structured intervention programmes and in-class support.

As a SEN TA you will be required to assist children, in either Key Stage 1 or Key Stage 2, who have additional learning needs and may have a diagnosis of Autism. You will be required to support them in accessing the curriculum during their lessons and with other activities they may struggle with. Due to their needs, they may show challenging behaviour and therefore some of their learning time may be in a designated space outside of the classroom. The ideal 1:1 SEN Teaching Assistants for this role will have previous experience of working in a school setting.

Duties and responsibilities

Support for children

- In conjunction with the classroom teacher and/or SENDCo, adapt lessons to meet the needs of individual children and on occasion small groups.
- Be an advocate for the children you work with, and understand that all behaviour is communication, unpicking triggers for challenging behaviour and developing preventative strategies
- Take responsibility for delivering learning activities with the child you work with and on occasion small groups who would benefit from a different learning approach as agreed.
- Establish and maintain supportive relationships with individual pupils, small groups and parents/carers.
- Encourage and promote inclusion in the classroom, ensuring all pupils feel involved with tasks and activities.
- Establish good relationships with pupils, taking on role model by presenting a positive personal image and responding appropriately to individual need.
- Encourage pupils to act independently as appropriate.

Support for the curriculum

- Support the school curriculum, including literacy and numeracy activities.
- Provide targeted support to enhance learning and improve attainment

Support for the teacher

- Assist in maintaining class records and contribute to reports on pupil progress and development as directed.
- Monitor and track progress and provide feedback to assist in developing IEPs for children with special needs.
- Contribute to the planning and evaluation of work programmes for individual pupils and groups.
- Organise the learning environment and develop classroom resources as required.
- Undertake support activities for the teacher as required, e.g. photocopying, preparation of materials, mounting displays.
- Assist in the implementation of behaviour management strategies.

General Responsibilities

- 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.
- Promote the inclusion and acceptance of all pupils and staff.
- Develop and maintain effective working relationships with other staff and parents or carers.
- Contribute to the overall ethos/work/aims of the school.
- Assist in facilitating school events, e.g. school plays, events.
- Appreciate and support the role of other professionals.

- Attend and participate in relevant meetings as required.
- To take responsibility for own learning and professional development and to attend training as required.
- Monitoring and supporting your own and colleagues' wellbeing and mental health in order to help meet the school's commitment to the DfE's Education Staff Wellbeing Charter

Emotional, physical and mental wellbeing of all staff is paramount at The Meads. We acknowledge that there is a relationship between healthy, positive staff, pupil achievement and school improvement. We recognise that staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally. As such, we subscribe to the principles, aims and objectives of the DfE's Education Staff Wellbeing Charter.

The ideal candidate will need to:

- Be enthusiastic and passionate about making a difference to the child's learning
- Be committed to getting the best from children
- Ideally have experience of successfully supporting children with a range of SEND needs
- Be able to work effectively on their own initiative as well as part of our team
- Have excellent communication skills
- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Have some experience of working in an educational setting

The post is for 30 hours per week, term-time plus 5 days for INSET. A typical working day could be as below:

Monday to Friday: 8.45am – 3.30pm (45-minute unpaid break)

Our school ethos is positive, friendly and welcoming with the aim of providing a fun, safe and nurturing environment in which pupils are valued and want to participate, and children enjoy their time with us.

To apply for the post

When completing your application, please complete the form providing full details of your education and employment history, including any unpaid or voluntary work. *Please see enclosed Safer Recruitment information.*

When completing your supporting statement please consider how your experience could be transferable to this role and give clear examples of how you may have met the criteria in the person specification

Please note. You must provide two referees one of which must be current/most recent employer and preferably from where you were engaged in a role that involved working with children. If you have not been in paid employment, please give details of two heads of any education or training establishment or managers of any voluntary group that you have worked for. References from a relative or friend will not be accepted.

We reserve the right to interview and appoint and close this vacancy early if we receive sufficient applications for the role.

You will be notified, via My New Term, as soon as possible after, if you have been shortlisted for the post.

Please note that you will be required to produce original documents proving your eligibility to work in the UK and identity (i.e. passport **or** birth certificate **and** driving licence). Issues relating to safeguarding and promoting the welfare of children will be explored at interview. We reserve the right to contact current or previous employers as part of the verification process pre-employment checks at the point of short listing. You may be asked to explain any gaps or issues arising from the information you have provided and/or from employment references.

If you have any questions, please do not hesitate to contact me at the school.

Yours sincerely



Mr R Jenkins
Headteacher



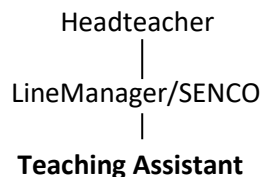
JOB DESCRIPTION

Luton

TITLE:	Teaching Assistant (1)
SCHOOL:	The Meads Primary School
RESPONSIBLE TO:	Headteacher/Line Manager/SENCO
GRADE:	L2 (NJC points 4-5)

PURPOSE OF POST: The Teaching Assistant may be deployed to support pupils and staff through the provision of general assistance in the classroom and the school, or to support a child with specific needs (e.g. behavioural difficulties/ or English as an additional language).

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Provide support in the classroom to individuals/groups of pupils as directed by the class teacher/SENDCo (e.g.IEPs, care plans etc.). Keep records and provide feedback to teaching and other staff on pupils' behaviour and progress.
2. Follow and implement the school's behaviour and any related policies and procedures. Invigilate tests and examinations as directed.
3. Provide support for learning in the classroom as directed by the class teacher/SENDCo and help to maintain the order and cleanliness of the classroom environment e.g. putting up displays.
4. Assist in the supervision of children during the working day, on/off site including for example school visits, swimming; accompany children home or to hospital before and after school.
5. Assist in classroom preparation
6. Under the direction of the Line Manager/Senco/Headteacher develop and maintain supportive relationships with parents, carers and others of the pupil's community. Contribute to the care, health and welfare of pupils in accordance with the relevant school policies.
7. Keep records and provide feedback to teaching and other staff on pupils' behaviour and progress.
8. Maintain and respect confidentiality
9. Any other task reasonably required to ensure efficient management of school business; this will involve achieving targets set at performance management reviews and designated tasks in the event of evacuation.

DIMENSIONS:

Supervisory Management: None

Financial Resources: None

Physical Resources: Classroom Materials, equipment and resources

Other:

CONTEXT:

All support staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. They are required to support and follow all relevant school policies including those for behaviour and child protection. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. They should be involved in promoting the acceptance and integration of pupils with special educational needs. They might also be involved assisting pupils for whom English is an additional language

Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Authority. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the CRB Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

Physical Effort: The job is likely to involve some lifting of children and equipment on a regular basis. Training will be provided where necessary

Working Environment: There could be a frequent requirement to deal with vomit and bodily fluids when children are unwell or when following care plans

Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

CVs will not be accepted for any post in school.

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Previous experience of working with children	1,2	Previous experience of working with children who have additional needs	1,2
Skills/Abilities	Demonstrable ability to communicate effectively with children and adults.	1,2		
	Able to converse with ease with members of the public and provide effective help or advice in accurate and fluent spoken English	1,2,5		
	Basic numeracy to support the learning needs of pupils at the relevant Key Stage.	1,2,5		
	Basic literacy to support the learning needs of pupils at the relevant Key Stage.	1,2,5		
	Able to work as a member of a team.	1,2		
	Able to contribute to the support of children in all areas of personal development.	1,2		
Equality Issues	An appreciation of some of the common forms of discrimination.	1,2	A belief that all children can achieve.	1,2
Specialist Knowledge			An appreciation of the ways in which children learn.	1,2
Education and Training	Willing and able to undertake training and development activities as required.	1,2	GCSE Grade C or equivalent in literacy and maths First Aid certificate, or willingness to train	4 1,2
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to

enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

Safer Recruitment Information

This document provides information on the recruitment process. We hope you will find this information useful and we look forward to hearing from you.

Making an Application

Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English
Application Form

CV's are not accepted as part of the application process. If you wish to be considered for this post please complete the application form online providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc).

You will note that we require details of two referees, one of which must be your current or most recent employer. **For previous school-based posts, this must include the Headteacher.**

Supporting Information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the

application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The Headteacher and School Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the Headteacher will discuss an appropriate induction programme with you which will help familiarise you with the culture of the school, local practices and policies.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.

Support Staff employees new to the Council will be subject to a probationary period of 9 months.

Pre-employment Checks

Reference

If you are shortlisted we will take up references **before** the interview date. One of your referees must be your current or most recent employer. For previous school-based posts, this must include the Headteacher. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Details relating to sickness absence record will be sought once a job offer has been made.

Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. We reserve the right to seek references from previous employers other than those listed as referees.

Online Internet Checks

If you are shortlisted for this role, or an alternative role, an online name search will be undertaken, as per Keeping Children Safe in Education. The purpose of the search is to help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with you at interview.

Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring service. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and /or unspent convictions may not necessarily make you unsuitable for appointment.

Staff Disqualification Declaration

All school staff are required to complete a questionnaire/declaration confirming they/or those within their household, are not disqualified from working with children.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identify will also be required.

Medical Assessment

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

School Policies

Child Protection/Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The School Governors and Headteacher regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the Teacher's Standards. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We act to ensure that nobody is treated less favourably than anyone else because of their colour race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school