



Appointment of

Specific Needs Teaching Assistant (Temporary)
32.5 hours per week (term time only)
NJC Grade 5, SCP 17-21
Actual salary range £13,728 - £15,442

Closing Date for Applications:

No later than noon on Friday 21 December

SPECIFIC NEEDS TEACHING ASSISTANT

INFORMATION ABOUT THE POST

The successful candidate will be required to work with individual pupils with physical, emotional or behaviour difficulty, providing direct support to ensure their inclusion both in the classroom and in the wider context of the school. They will have had experience of having worked with pupils with a range of learning difficulties and/or physical disabilities. Applicants must possess excellent, clear and influential communications skills and have high levels of competency in Mathematics, English and ICT.

All members of the Learning Support Team are required to attend to, or to assist as necessary, with the personal and physical needs of pupils with physical disabilities and this may involve assistance with toileting and personal hygiene.

A job description and person specification are included within this pack.

The working hours per week will be 32.5; the pattern to be determined in consultation with the SENCO and the successful applicant. Applicants should be mindful that a Specific Needs Teaching Assistant is likely to deliver interventions outside the usual school day. The successful applicant will be required to attend relevant training and will be required to vary their working patterns accordingly.

Notwithstanding the routine hours outlined above, it is a requirement of all these positions that candidates are able to demonstrate their ability to be flexible in respect of their working pattern in order to meet the requirements of the school and students. All work routines will be in consultation with the SENCO and/or Lead HLTA and with sufficient notice.

The individual appointed to this post must subscribe to the ethos of the Fallibroome community of schools and have an understanding of what we are trying to achieve. As well as the technical and practical skills required to carry out the work outlined in the job description, flexibility, the ability to work well under pressure and under one's own initiative with a commitment to high standards in personal work are essential for these positions. Applicants must also be good team workers able to relate to a wide variety of people in a complex organisation, and be able to respond promptly to teachers working under pressure of time. They must also be able to demonstrate a good record of attendance and punctuality in previous employment and be of smart personal appearance.

THE LEARNING SUPPORT DEPARTMENT

The Learning Support Department at The Fallibroome Academy is led by the SENCO who is supported by an Assistant DTL, a lead Higher Level Teaching Assistant (HLTA) and one other teacher. In addition, there is a very talented team of a further two HLTAs and twenty-two Teaching Assistants (TAs).

Our current HLTAs each have specific responsibilities which include extraction intervention in literacy/numeracy and running a curriculum intervention course for small groups at Key Stage 4. The Lead TA is responsible for the day to day management and deployment of the Teaching Assistant team.

We have a small team of TAs who work specifically with Year Seven during their period of transition. Our Grade 5 Specific Needs TAs are attached to specific pupils with particularly high needs but with the understanding that they also provide general support where possible as indicated in the job description.

There are over 400 named students on the Inclusion Register of whom 21 have full statements of Special Educational Needs. Many students are named on the register simply for information and monitoring purposes. A smaller number receive defined interventions. There are two children who use wheelchairs.

Fallibroome is committed to maximum inclusion for all, but some extraction takes place to ensure that all students are equipped to cope with the curriculum and other aspects of school life. In Year 7, individuals and groups of students are withdrawn from some lessons to work on reading, spelling and social skills. Most make impressive progress and return to join their classes full-time by the end of the year. In Years 8 and 9, a number of students with specific learning or behavioural difficulties, are extracted from lessons in one or more modern foreign language to work on programmes devised to address their individual needs. Peer Tutors (Year 12 students) give additional support to some Year 7 students. In Years 10 and 11, a small group of students study one less GCSE than their peers, to enable them to receive support from the Department and follow the Study Plus programme. A high level of in-class support is provided across the year groups and the full curriculum.

The Learning Support Team has an open door policy and it is not uncommon to find students receiving help with homework, classwork and extra-curricular activities at lunchtime or after school. The students are supported to ensure their successful passage through the school. Links with outside agencies are well developed and there is a regular transfer of relevant information.

The department is well resourced and has excellent facilities, including a specialist designated medical suite with physiotherapy and study rooms, an extensive tracker hoist system and adapted toilet facilities. Students make good use of ICT and have access to PCs, laptops, 'Alphasmarts' and iPads. Audio and visual resources are wide-ranging and plentiful and the department is also well equipped with a full range of reading and support materials.

THE FALLIBROOME ACADEMY – JOB DESCRIPTION SPECIFIC NEEDS TEACHING ASSISTANT

JOB TITLE:	Specific Needs Teaching Assistant	JOB REF:	TFA (TA 002)
RESPONSIBLE TO:	SENCO Manager	GRADE:	5 (SCP 17 -21)

BASIC JOB PURPOSE

To work with subject and class teachers and to contribute to the planning of lessons/work programmes with specific regard to the inclusion of pupils with a physical, emotional or behavioural difficulty

To provide direct support for pupils with physical and emotional needs both in the classroom and in the wider context of the school

To provide general support in classroom management and in the supervision of students, while maintaining a purposeful, orderly and supportive environment

To contribute to the overall ethos, work and aims of the school

MAIN RESPONSIBILITIES

1	To support the teaching and learning (T&L) of teaching groups as well as the specific needs of particular statemented pupils.
2	To establish and maintain good relationships with all students, parents/carers, colleagues and other professionals.
3	To work with subject and class teachers across all key stages and to contribute to the planning of lessons/work programmes and to contribute to the monitoring of their impact with regard to the inclusion of pupils with physical, emotional or behavioural difficulty.
4	To assist with differentiation of resources where appropriate.
5	To work 1:1 or in small groups with identified pupils under the direction of the class teacher, or SENCO both within and outside the subject classroom.
6	To provide specialist intervention in relation to the specific needs of individual students e.g. units of Sound; physiotherapy while applying detailed knowledge of particular types of special needs acquired through previous experience.
7	To supervise Learning Support (LS) classes during the planned absence of members of LS department staff.
8	To supervise and support pupils to ensure their safety and access to learning and facilitate their physical and emotional development in accordance with the school's behaviour management policy.
9	To contribute to and to attend meetings as required including departmental and those involving external agencies and those involving parents.

10	To keep records for any pupils involved in non-subject based interventions and maintain awareness of targets and current attainment of pupils.
11	To liaise with the Inclusion and Pastoral teams.
12	To assist with fostering good links between home and school, communicating regularly with parents/carers of pupils with statements and other pupils with particular needs and advising the Learning Support Department about on-going issues.
13	To accompany where necessary, departmental trips and give advice regarding the specific needs of individual pupils liaising with the Lead TA to ensure additional cover is provided as required.
14	To use ICT effectively to support learning activities and develop students 'competence and independence in its use.
15	To monitor individual pupils' progress, achievement and development and report to the SENCO and/or teaching staff to inform decisions taken regarding Access plans and Personal Care Programmes.
16	To assist with the implementation of access arrangements for individual students, liaising with the appropriate teacher or TA.
17	To provide specialist intervention in relation to the specific needs of individual students e.g. Units of Sound and Physiotherapy.
18	To attend to and to implement the personal and physical needs of students including health and hygiene matters and to assist with lifting, manual handling and transfer of physically disabled pupils as required.
19	To take part in Performance Management.
20	To take responsibility of one's own training needs; attending INSET training and to attend relevant external courses as required.
21	To undertake lunchtime supervisory duties as directed by the Lead TA.
22	To cover for absent Learning Support colleagues as directed (Teachers and TAs).
22	To actively safeguard and promote the welfare of children at all times.
23	To ensure that all activities undertaken are done so safely and to report any unsafe practices or conditions identified as soon as possible to a Line Manager.
Notwithstanding the detail in this job description the job holder will be required to undertake such work as may be determined by the Principal/Governing Body from time to time, up to or at a level consistent with the main responsibilities of the job.	

SPECIFIC NEEDS TEACHING ASSISTANT
PERSON SPECIFICATION

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Educated to at least GCSE Grade C or equivalent in English and Mathematics	√	
A qualification relating to supervising and/or directing pupil activity		√
Nursing qualification		√
First Aid Qualification		√
EXPERIENCE		
Experience of working with high needs pupils	√	
Experience of working with children/young people	√	
Experience of working as part of a multi-disciplinary team	√	
Experience of working in/with an educational establishment	√	
Experience of working with external agencies/professionals		√
KNOWLEDGE AND SKILLS		
Knowledge of specific emotional, behavioural and physical needs	√	
Ability to build and form very good relationships with colleagues, other professionals and students/parents/carers	√	
Very good communication skills, both verbal and written	√	
Ability to work independently, to manage own caseload and use initiative but also able to work constructively as part of a team	√	
Very good literacy and numeracy skills	√	
Ability to use ICT packages and equipment effectively	√	
Basic understanding of child development and learning principles	√	
Effective networking skills	√	
Ability and a commitment to work flexibly and to respond to unplanned situations	√	
PERSONAL QUALITIES		
Ability to instil confidence in young and vulnerable children	√	
Ability to deal confidentially, impartially and appropriately with situations	√	
Patience, tolerance and sensitivity	√	
Good interpersonal skills and the ability to establish rapport with individuals adults and students	√	
Efficient and meticulous in organisation	√	
A desire to develop skills and knowledge through CPD	√	
Evidence of exemplary attendance and punctuality	√	
Ability to work additional hours as required	√	
Commitment to the highest standards of child protection	√	
Recognition of the importance of personal responsibility for Health and Safety	√	
Commitment to the school's ethos, aims and its whole community	√	

THE POST: SPECIFIC NEEDS TEACHING ASSISTANT

PROCEDURE FOR APPLICATION

If you wish to be considered for this vacancy you should complete the enclosed application form. In addition, you are asked to submit a **concise** letter of application. This should be word-processed and should not exceed two pages in length (Arial 12 pt). Your letter should describe how your experience and particular achievements make you a strong candidate for this position.

Please note that only applications on the school's application form will be considered. Candidates who submit a CV only will not be short-listed. Additional sheets may be attached to the back of the application form if there is insufficient space.

Completed applications should be returned to:

Miss A Childs
PA to Headteacher and Vice Principal
The Fallibroome Academy
Priory Lane
Macclesfield
Cheshire. SK10 4AF

Email: [jobs @fallibroome.org.uk](mailto:jobs@fallibroome.org.uk)
Tel: 01625 827898

The closing date for applications is **Friday 21 December at noon.**

Interviews will be held early in January. If you have not heard from us within three weeks of the closing date, regretfully you must assume that your application has been unsuccessful on this occasion, in which case the Governors would like to thank you for your time and your interest in the school.

The Fallibroome Academy is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.