



Level 2 Teaching Assistant

Waterhouses CE Primary Academy

Fixed Term : linked to ECHP pupil funding

25 hours per week : Mon-Fri 9.00am - 2.30pm (with 30 mins break).

39 weeks per year

L2 TA Pay Scale £21,575 - £22,369 (£12,367 - £12,822 pro rata)

QEGSMAT are seeking to appoint an enthusiastic Teaching Assistant to join our hardworking and high achieving team at Waterhouses CE Primary Academy.

To work with a KS1 pupil who is in receipt of an ECHP. You would be required to work with the child on a 1:1 basis, as well as within small groups within the classroom.

We are a small, friendly, Church of England school set in an enviable location in the Staffordshire Moorlands on the edge of the Peak District National Park. Children join our school in Nursery at 3 years of age and move on to their next journey at the end of Year 6 at the age of 11 years. The majority of our pupils leave to move onto QEGS in Ashbourne.

Waterhouses CE Primary Academy is a proud member of QEGSMAT. The Trust's values are for students to 'Question, Explore; Give; and Succeed'. Our exceptional staff, strong leadership, motivated children, as well as excellent facilities, provide the successful formula for this.

At QEGSMAT we believe and promote that exceptional workforce creates exceptional results; they transform lives and transform futures. We support every pupil to achieve their full potential and become a confident, resilient, and compassionate individual who can make a positive contribution to society.

Why work for us?

- Continual access to CPD opportunities. QEGSMAT works with a large number of organisations to develop staff to fulfil their aspirations and potential. We are committed to providing first-rate training and development to all our staff within this evolving Trust.
- We are committed to promoting equality, challenging discrimination, and developing community cohesion. We welcome applications from all sections of the community.
- All staff have access to our Employee Assistance Programme which provides confidential, independent and unbiased information and guidance 24/7. This can also include bespoke counselling sessions for staff if needed.
- All roles are subject to nationally agreed terms and conditions of service.

- Access to the Local Government Pension Scheme (LGPS) with employer contributions of 23.4% for Derbyshire support staff and 26.2% for Staffordshire support staff.
- Family-friendly policies.
- Access to Flu Vaccines.
- Opportunity to work flexibly.

QEGSMAT is also committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is a criminal offence to engage or seek to engage in regulated activity or regulated work with children, if you appear on the DBS barred list. All appointments are subject to an Enhanced DBS check and be eligible to work in the UK.

Further information about our commitment to Safeguarding can be found - <https://www.qegsmat.com/documents/safeguarding>

Please be aware, the School/Trust may also consider performing an online presence check as part of their pre-employment checks.

If you are interested and wish to have an informal conversation to discuss the role or would like to visit the school, we would be happy to arrange this. Please call the school office : 01538 308356. Further details about our school can be found on our website: <https://waterhouses.staffs.sch.uk/>

To apply for this position, please visit our Trust Website (<https://www.qegsmat.com/current-vacancies/>) where you can apply via TES.

Closing date for applications: Sunday 1st October 2023

Interview date: Thursday 5th October

Salary: L2 TA Pay Scale £21,575 - £22,369 (£12,367 - £12,822 pro rata)

Potential Start date: As soon as possible



JOB DESCRIPTION

Post Title:	Teaching Assistant
Reporting to:	HEADTEACHER and Class Teacher
Responsible for:	ECHP pupil
Scale:	L2 TA Pay Scale £21,575 - £22,369 (£12,367 - £12,822 pro rata)
Disclosure Level:	Child Workforce - Enhanced, Childs Barred list

PURPOSE OF THE POST:

To work with a pupil who is in receipt of an ECHP on a 1:1 basis or within a small group.

Work under the direct instruction of teaching staff, and the early years lead. Provide specific support to the class teacher in the care of pupils and management of the classroom. Work may be carried out in the classroom or outside the main teaching area.

Impact on the quality of teaching and learning for individuals/groups. To implement the school's improvement priorities, policies and procedures and by demonstrating the professional responsibilities of a whole school team member.

Competences, roles and responsibilities of all TAs are listed:

Support to Pupils

- Provide pastoral support to pupils within the school environment.
- Support and contribute to the school's responsibility for safeguarding children.
- Support in providing a welcoming, positive, well organised, safe learning environment conducive to learning.
- Set high expectations for pupils' behaviour, their learning, fostering positive relationships and implementing the school's behaviour policy.
- Deliver programmes and monitor the children's response to the learning.

- Plan and develop differentiated learning activities, using understanding of child development, pedagogy and techniques which support and develop pupil's learning.
- Support in planning tasks that are well matched and practical.
- Develop a variety of teaching styles and delivery to meet the needs of the pupils.
- Use assessment for learning and assessment of learning to assess, track and report progress including the marking of work.
- Accurately record and report on the development, progress and attainment of children.
- Co-operate and liaise with other school colleagues
- Assist children in matters of personal needs and their general health including first aid and welfare matters.
- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers/early years lead.
- Contribute to raising standards by ensuring high expectations are promoted for pupils.
- Involvement in the implementation of Individual Education/Behaviour/Support/Mentoring plans.
- Provide general support to pupils, ensuring their safety, by complying with good H&S practice.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.¹
- Encourage pupils to interact with others and engage in activities led by the teacher/early years lead.

Support to Teacher

- Provide structured support in accordance with specific work programmes designed and supervised by individual teachers.
- Support the teacher/early years lead in the development and implementation of Individual Education/Behaviour Plans.
- Assist in maintaining classroom discipline through the implementation of the school's behaviour management strategies.
- Provide support to pupils to achieve learning goals and improve outcomes.
- Supervise pupils for a particular curriculum activity under the supervision and guidance of a qualified teacher/early years lead.
- Assist the teacher/early years lead with the planning of learning activities.
- Assist the teacher in monitoring pupils' responses to learning activities and accurately record achievement/progress as directed.
- Co-ordinate and organise pupils attending extra-curricular activities/work experience or other out of school activities under guidance of teacher/early years lead.
- Provide detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Provide general admin support, for classroom activities e.g. produce worksheets for agreed activities etc.

Support to Curriculum

- Provide support in literacy/numeracy/SEN strategies.
 - Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
 - Contribute to curriculum planning, evaluation, and implementation.
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- Contribute to development of school policies and procedures by participation in working groups.
- Contribute to the development, preparation, and dissemination of appropriate materials.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Liaise effectively with teachers/parents/guardians, welfare officers, health visitors and other professional staff as part of the routine consultative process.
- Contribute to the overall ethos/work/aims of the school.
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required. (See footnote 1.)
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.

⁽¹⁾ Please see WAMG guidance notes on cover supervision. A cover supervisor will contribute to the delivery of learning, but will not be expected to deliver lessons unless guidance and supervision is available from a suitably qualified member of staff. The Headteacher must be satisfied that the post holder has the skills, expertise and experience to undertake the cover role.

¹ Every effort should be made to ensure support is within contractual hours



Person Specification – Level 2 TA

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • NVQ 2 for Teaching Assistants (or demonstrate equivalent knowledge skills and experience). • Good numeracy/literacy skills. GCSE (or equivalent) level C or above in English and Maths • First aid training as appropriate (e.g. emergency first aid course). 	<ul style="list-style-type: none"> • Paediatric First Aid. • Completion of DfES Teacher Assistant Induction Programme
Experience	<ul style="list-style-type: none"> • Supporting children’s learning in a school setting. • A good knowledge of health and safety requirements. 	<ul style="list-style-type: none"> • National Curriculum in Key Stage 1 or 2.
Knowledge	<ul style="list-style-type: none"> • Understanding of relevant policies/codes of practice. • Good understanding of areas of learning, e.g. literacy, numeracy, science, SEN or Early Years. • Willing to work towards NVQ Level 3 or recognised equivalent. • Understanding of KCSIE 2023 	<ul style="list-style-type: none"> • Working knowledge of the SEN code of practice. • Knowledge of intervention programmes. • Assessment for Learning.
Skills	<ul style="list-style-type: none"> • Well-developed interpersonal skills to be able to relate well to a wide range of people. • Work constructively as part of a team whilst being able to demonstrate initiative. • Good communication skills. • Effective use of ICT to support learning. • Use of other equipment technology – video, photocopier. 	<ul style="list-style-type: none"> • Ability to contribute to student Records of Achievement, • targets and Annual Reviews

Personal qualities	<ul style="list-style-type: none"> • Work as part of a team • Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect. • Open, honest and an active listener. • Takes responsibility and accountability. • Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service. • Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. • Is committed to the provision and improvement of quality service provision. • Is adaptable to change/embraces and welcomes change. • Acts with pace and urgency being energetic, enthusiastic and decisive. • Communicates effectively. • Has the ability to learn from experiences and challenges. • Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills. • Ability to form and maintain appropriate relationships and personal boundaries with children and young people. • Motivation to work with children and young people. • Emotional resilience in working with challenging behaviours. 	<ul style="list-style-type: none"> • Willing to engage in any professional development activities which will aid the effective completion of tasks required by the post.
Equal Opportunities	<ul style="list-style-type: none"> • Understanding of the Equal opportunities policy 	

Date:	
Signature:	