



SEND TEACHING ASSISTANT (EYFS/KEY STAGE 1 CHILD/REN)

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Welcome Letter



**Watling
Park School**
LEARN ENJOY SUCCEED

2a Pavilion Way, Burnt Oak, HA8 9YA

Tel: 020 8353 4249

Email: Office@watlingparkschool.org.uk

Headteacher: Sally Quartson

Dear Applicant

Thank you for your interest in our advertisement for the position of **SEND Teaching Assistant (EYFS/KS1 named child/ren)** at Watling Park School.

I trust that you will find the information contained in this pack useful. If you are interested in applying for the post, we urge you to visit our website to get to know a little more about our school and get a feel for our ethos as visits are not being undertaken in the current circumstances.

As you will see from the information provided, we are a diverse but very vibrant school. We are extremely proud of the difference we make in children's lives and always strive for excellence in everything we do.

Our aim is that each and every child will reach their full potential and be provided with all the skills and creative inspiration to support them in succeeding in whatever path they choose to follow in life to become active and responsible members of our global community and leaders for the future. This is not always an easy task and can provide a variety of challenges. If you enjoy these challenges and share the same commitment as us, **then this may be the school for you.** We are looking for someone who will join us as we travel this journey together, providing support and challenge for each of us.

Our vision, values and ethos are a shared commitment and form the basis of everything we believe and follow in our learning community. Although they are ambitious, we know that working together will ensure they are fulfilled.

If you are a dynamic and inspiring Teaching Assistant with a proven track record and someone who is committed to excellence in everything you do, then we welcome your application. We promise that you will have many opportunities to develop your skills further and become a valued member of our learning community.

I very much look forward to hearing from you.

Kind regards

Sally Quartson
Headteacher

Introduction to Watling Park School

We are a vibrant, multicultural and inclusive Free school set between Burnt Oak and Edgware. We are part of the Bellevue Place Education Trust, a group of 8 free primary schools across London and Berkshire.

We opened in September 2015 with our first two Reception classes. These children are now in Year 5, meaning we will have our first Year cohort in 2021-22.

We have a highly committed and passionate staff, who are dedicated to providing outstanding learning opportunities for all children through our unique Watling Park Creative Curriculum which encompasses academic skills alongside learning and life skills.

Part of our Creative Curriculum focuses on ensuring children are given opportunities to extend and apply their skills through a range of experiences both with our outdoor learning environments and in the wider community.

It is a privilege to be given the opportunity to work with our children as they are enthusiastic, motivated learners who are passionate about our school and each other. They demonstrate outstanding behaviour and respect for each other and the wider community.

Our strong parent body is an asset to the school, providing many opportunities to celebrate our achievements and foster positive relationships with all members of our community.

We are well supported by a knowledgeable Local Advisory Board who are focused on assisting us in ensuring all our children achieve their full potential.

Our current staffing structure incorporates strong middle and senior leadership.

Together, we focus on ensuring our values (ICARE) are embedded and at the centre of everything we do:

Integrity
Confidence
Appreciation
Responsibility
Excellence

This is an exciting time for us as we welcome a new member to the Watling Park team – someone who is committed to our shared visions and holds our values and ethos as their own.

We offer a team oriented, supportive environment where everyone is welcomed and their strengths are nurtured and developed. Everyone (including staff) in our community is committed to being a motivated learner who is reflective and focused on their own professional development.

We look forward to meeting you and welcoming you to our learning community.

What We Are Looking For / Copy of Job Advert

Post Title: SEND Teaching Assistant (EYFS/Yr1 named child/ren support)
Pay: Scale 2 Point 3 or 4 term time only £21,408 - £21,793 Pro Rata
(Actual salary range £16,457 - £16,753), (Scale 3 may be considered depending on experience)
Start date: Thursday 2nd September 2021

Exceptional SEND EYFS/Yr1 Teaching Assistant Required to support named child/ren (SEND experience preferred but not essential)

Hours: 8.30am – 3.30pm Monday – Friday term time only

Are you passionate about learning? Can you inspire our children?

Can you make a difference?

If the answer is 'yes', join our vibrant team of dedicated professionals who are committed to ensuring EVERY child succeeds.

We have the opportunity to grow our team and are looking for an energetic and highly motivated SEND teaching assistant to work in the Early Years/Key Stage 1 focusing on both whole class and individual support.

Our ideal candidate will be committed to ensuring all children enjoy and succeed at school and is focused on nurturing highly effectively learners.

If you are looking for an exciting and inspiring challenge in a calm, supportive and welcoming school, we will offer you:

- A competitive salary
- A new and exciting school building with a positive working environment
- Children who are polite and well-behaved
- Staff who are supportive and love to laugh
- A strong network of partner schools through Bellevue Place Education Trust
- And very importantly – free tea, coffee and milk to quench your thirst each day!

If you have the skills, experience and drive to be successful in this role, please **download the application pack and form** and submit your application to us by **12 noon on Friday 25th June 2021**.

Interviews will be held on Thursday 1st July 2021 at Watling Park School.

Unfortunately, due to current COVID-19 restrictions, visits to the school are not possible. Telephone calls, questions and emails are encouraged.

For more information please email our Office Manager (Alison Knight): a.Knight@watlingparkschool.org.uk

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory references, pre-employment and clear DBS checks. Watling Park School will welcome a diverse population of both children and staff and is committed to promoting and developing equality of opportunity in all its functions.

HOW TO APPLY

1. Please **download the relevant documents**.
2. Read the Job Description and Person Specification carefully.
3. Complete the application form, either electronically or print it off and hand write it, paying particular attention to your supporting statement.
4. Ensure your supporting statement relates directly to the competencies outlined in the person specification and job description.
5. Email your completed application form to office@watlingparkschool.org.uk or send it by post to:
Mrs A Knight
Office Manager
Watling Park School
2a Pavilion Way
Burnt Oak
HA8 9YA
6. Please ensure that all sections of your application form are filled in, including the declaration form.
7. Closing date for applications is **12 noon on Friday 25th June 2021**.
8. Observations and interviews will take place at Watling Park School on **Thursday 1st July 2021** at Watling Park School.
9. References will be sought for short listed candidates prior to the interview process.

If you have any queries or would like to arrange a visit to the school, please contact the school office on **020 8353 4249**.

We look forward to meeting you!

JOB DESCRIPTION

Watling Park School



SEND Teaching Assistant

Responsible to: Senior Leadership Team

Salary: Scale 2; Point 3 or 4

Hours: 8.30am – 3.30pm Monday to Friday.

This post is Term Time Only.

Job Description

Reports to: Deputy Head (Inclusion)

Main Purpose of this role:

1. To work under the guidance of the Deputy Headteacher/Inclusion Manager and teaching staff.
2. To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes, to enable access to learning for individual/groups of pupils and to assist the teacher in the teaching, learning and management of pupils and the classroom. Work may be carried out in the classroom with the whole class, groups or individuals or outside the main teaching area, for specified periods of time.
3. To support the children's safety and wellbeing and the smooth-running of the playground during playtimes and lunch times and in the dining hall during lunch time, if required.

NVQ2 or equivalent is a highly desirable qualification for the job, and the role will require someone who has relevant skills and experience.

Responsibilities:

- The post holder is responsible to their line manager and to the Headteacher for his/her duties, responsibilities and tasks. The roles and responsibilities of the post holder may change according to the needs of the school.
- The post holder will adhere to the school's values and vision; abiding by the agreed policies and procedures to ensure provision is of the highest quality
- The post holder undertakes support for the teachers of the children within the school and the associated pastoral and administrative duties in respect of those pupils as well as the general responsibilities in the school as agreed with the Headteacher.
- The post holder will interact on a professional level with all colleagues and establish and maintain good working relationships which will promote the development and effective delivery of the school curriculum and maximise children's achievement.
- The post holder will be responsible for the pastoral care and safeguarding of the child/ren within their session, during the lunch hour and in the dining hall, ensuring that child/ren's safety, wellbeing and welfare are at the forefront of all they do.

Overview of Duties:

- To implement agreed work programmes with individual pupils /groups and support teaching staff in the development and education of pupils including the provision of detailed and specialist skills/knowledge in particular areas.
- To assist the teacher in the whole planning, teaching and assessment cycle.
- To supervise and lead groups of children/whole class where required.
- To implement all policies and practices in line with the ethos of the school.

- To support excellent progress for children across all areas of development through effective participation in observation, assessment and planning.
- To support and help children during unstructured times such as lunchtimes and playtimes
- To support the work of the Midday Supervisors during lunchtimes, if required

Specific Duties

Support for Pupil(s):

- Use specialist (curricular/learning) skills/training/experience to support pupil/s and enhance their learning and progress.
- To develop knowledge of the particular needs of the child and seek advice from Inclusion Manager, class teacher and outside agencies as required.
- To make or modify resources as suggested and advised by the Inclusion Manager, Educational Psychologist or other outside agencies.
- Establish productive working relationships with pupils, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all pupils within the classroom.
- To aid access to the full range of learning experiences both inside and outside the classroom and provide modified materials as required e.g. games, visual prompt cards etc.
- Support pupils consistently whilst recognising and responding to their individual needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- Deliver pastoral and learning support.
- To deal with minor incidents and the health and hygiene of the children and where necessary, escort them home.
- To read with individual children and groups and complete reading records as directed by the class teacher.
- To work with groups of children or the whole class as required and to take responsibility for their learning.

Support for the Teacher:

- Create and maintain a purposeful, orderly and supportive learning environment, in accordance with lesson plans and assist with the display of pupils' work.
- Assist with the planning of focussed learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Promote excellent pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- To establish and maintain constructive relationships with parents/carers by:
 - Supporting their role in pupils' learning;
 - Providing constructive feedback on pupils' progress and achievements;
 - Facilitating their support for their child's attendance;
 - Support home to school/community links.
- Administer routine tests and undertake routine marking of pupils' work.
- Provide clerical/admin, support e.g. photocopying, typing, filing, printing, money, administer coursework etc.
- To work with groups of children or the whole class as required and to take responsibility for their learning.
- To attend planning meetings with the Class Teacher/Year Leader as required to develop learning programmes and to assist in the delivery of the individual learning programmes on a daily basis to promote learning, behaviour and communication skills.
- To provide regular feedback to the Class Teacher/ Year Leader and relevant outside agencies about the pupil's difficulties and progress.
- To support the children and Midday Supervisors in the dining hall during part of lunchtimes, if required.

Support for the Curriculum:

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.

- Undertake programmes linked to local and national curriculum e.g. English, numeracy, KS1 & KS2, Foundation Early Years recording achievement and progress and feeding back to the teacher.
- Support the use of technology in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activities and assist pupils in their use.

Support for the School:

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos of the school.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Appreciate and support the role of other professionals, attending and participating in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- To assist in the general care of the school environment by undertaking responsibility for the upkeep of designated areas.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.

Personal Responsibilities:

- Actively participate in Appraisal in order to identify and agree development and training needs.
- Undertake training as identified through appraisal, as may be required
- Attend staff training and other meetings as required.
- Be aware of the learning and physical needs of the pupils you are supporting.
- Respect the confidentiality of pupils' information and respond sensitively to pupils' need providing assistance with pupils' care and welfare and with the learning activities undertaken.
- Follow all policies and systems within the school with a particular focus on (but not limited to) Safeguarding.

Person Specification:

Essential	Desirable
Skills, aptitude, knowledge and experience <ul style="list-style-type: none"> • Previous experience of working with children aged 4-11 in a voluntary or paid capacity • Experience as a Teaching Assistant or Learning Support Assistant within a Primary school • Knowledge of the National Curriculum • Good written and oral skills for report writing, maintaining child records and providing feedback to parents/carers and colleagues • An understanding of inclusion, making the curriculum accessible to all learners including SEN, G&T and EAL. • The ability to work in a team in order to achieve successful outcomes for learners. • Good numeracy/literacy skills. • Effective use of ICT to support learning. 	<ul style="list-style-type: none"> • Trained to successfully deliver phonics programmes, e.g. Read Write Inc • Experience of working with and supporting pupils with SEND • Trained to deliver intervention programmes

<ul style="list-style-type: none"> • Use of IT equipment and technology – cameras, iPads, visualisers, video, photocopier. • Ability to self-evaluate learning needs and actively seek learning opportunities. • Ability to relate well to children and adults. • Understanding of child development • Understanding of the relevance of childcare legislation • Understanding of health and safety and welfare issues within a childcare environment 	
<p>Personal qualities</p> <ul style="list-style-type: none"> • A commitment to the provision of high quality childcare • A positive approach to learning and gaining new skills through teamwork and training opportunities • A passion for promoting purposeful learning • The ability to adapt to changing circumstances and needs. • A positive attitude • Ability to build a good rapport with children, parents, staff and other professionals. • A readiness to maintain high expectations and standards for self and others. • Excellent organisational, record keeping and planning skills • Punctuality and reliability • Patience and resilience • Honesty and trustworthiness • Communication skills with a particular emphasis on oral skills together with personal qualities of enthusiasm, good humour, determination and resilience • A positive approach to inclusive practice, with children and colleagues • Enthusiasm for working with children 	<ul style="list-style-type: none"> • Flexibility – occasionally working hours might be changed, e.g. for parents evening, after school events such as international evening. • Able to work in small teams
<p>Qualifications</p> <ul style="list-style-type: none"> • Completion of a full and relevant early years and childcare or TA/LSA qualification at Level 2 or above (e.g. Level 2 or 3 Diploma for the Children & Young People's Workforce, Level 2 or 3 NVQ) or equivalent and relevant experience, knowledge and skills • GCSEs or equivalent in Maths and English • Level 1 Safeguarding as a minimum • A positive approach to gaining further qualifications • Some understanding of the importance of Health & Safety and Food Hygiene in the workplace 	<ul style="list-style-type: none"> • Food Handling certification • Paediatric or other First Aid certificate • Completion of other relevant courses • Completion of a recognised Level 3 Educational qualification, or be working towards completion • Further education, e.g. ND, HND or degree

This post requires a DBS check as there may be periods of unsupervised access to children. An Enhanced DBS and satisfactory references would be obtained prior to commencement of employment.

This is a description of the main duties and responsibilities of the post at the date of production. The duties may change over time as requirements and circumstances change. The person in the post may also have to carry out other duties as may be necessary.