

Teaching Assistant L2

31.5hpw (part-time also considered, *but full working days required*), permanent, term-time only plus INSET days; Required ASAP

£24,496 (SCP G11) - £26,845 (SCP G14) pro-rata / £17,938 - £19,658

Closing Date: 9.00am, Monday 2nd October 2023



Evergreen School is a special school with two purpose-built sites in Warwick. We have 282 wonderful children and young adults enrolled who are 4 to 19 years old. This is an exciting time to join our school as we continue to develop and expand, with a new curriculum and fantastic facilities including a swimming pool, hydrotherapy pool, sensory studios, Café and soft-play rooms.

We are looking for a number of teaching assistants to join our team. You may already have SEN experience or be in a mainstream setting, or have gained your experience, knowledge and skills somewhere else.

You will be required to produce relevant certificates, demonstrating your qualifications, on the day of interview if you are shortlisted.

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. This post is subject to an enhanced DBS disclosure.

We will offer the successful candidate:

- A school community where we value Trust, Honesty and Support
- Opportunities for professional development
- A passionate leadership team who will provide comprehensive support
- Local Government Pension Scheme LGPS
- Access to free healthcare support and occupational health
- Access to staff discounts and Cycle to Work scheme
- Family friendly policies and flexible working arrangements

If you feel that you have the personal qualities, experience, commitment and resilience to achieve our visions and aims, please email your **completed application and equality form** to: recruitment7028@welearn365.com

**please note, CV's are not accepted, see attached Recruitment Pack for further information*

Job Description

Role Profile

Job Title:	Teaching Assistant Level 2		
Salary Grade:	Scale G	JEID	S0058
School:	Evergreen School		
Primary Location:	Evergreen School		
Responsible to:	Head Teacher / Deputy Head Teacher		
Responsible for:	n/r		
Purpose of Role	<p>Work under the overall supervision of the responsible teacher, assist and support teaching and learning, provide for general care, safety and welfare of pupils and work with individuals or groups or pupils with complex health care and/or learning needs</p>		
Responsibilities	<p>A duty to comply with the school's Code of Conduct, Child Protection and Safeguarding policies and practices.</p> <p>Key Tasks – Curriculum Support</p> <ul style="list-style-type: none"> • Contribute to curriculum planning and evaluation and assist in implementation • Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required • Undertake agreed learning activities/teaching programmes, adjusting according to pupil responses • Support and use ICT in learning activities and develop pupils' competence and independence in its use <p>Key Tasks – Pupil Support</p> <ul style="list-style-type: none"> • Support individuals or groups during independent / group work eg explain tasks, reinforce key objectives / concepts or vocabulary, use practical apparatus, support less able pupils, extend / challenge more able, keep pupils on task, interested, motivated and engaged • Encourage pupils to engage and learn in a fun and safe way through a developmentally appropriate curriculum e.g. early years play philosophy or community based practical life skills. • Ensure pupils unique characteristics and interests are valued and their 'voice' is heard • Occasional support to whole class for short periods, e.g. story reading, sensory story, circle time games, ICT sessions or physical activities • Help pupils develop communication skills using a total communication approach that is consistent with advice from SaLT and class teacher • Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities • Promote independence and development of self-esteem • Assist in the personal, social, emotional development of pupils and development of self-esteem • Assist with the development and implementation of personalised learning intentions which are smaller steps towards the pupils EHCP outcomes 		

- Support pupils to manage their emotions and responses to the environment through collaborative team work developing individual support plans
- Support implementation of ISP and work together to implement strategies to manage pupil behaviour positively and effectively
- Work with the class team and the family to implement the individual support plans and log effectively pupils behaviour (IRIS) review and reflect on supporting the pupils proactively
- Using specialist skills / knowledge / training, provide support in specialist areas
- Encourage and reinforce positive interactions between pupils working towards any SEMH short steps set at the annual review of EHCP.
- Identify and report uncharacteristic behaviour patterns on IRIS
- Assist with pupil supervision on trips off the premises, under overall guidance of the teacher
- Working with children / pupils with complex special needs, monitor and provide for their general care, safety and welfare, including tasks connected with their social inclusion and providing for their personal, physical and health care needs, including toileting support and over mealtimes
- As a very last resort use physical intervention strategies to prevent imminent or immediate risk to harm of the pupil/s by following training e.g. team teach
- Comply with the school's Code of Conduct, Child Protection and Safeguarding policies and practices

Key Tasks – Teacher Support

- Assist with lesson / activity planning, delivery and evaluation
- Monitor individual / group achievement of learning intentions and feedback to the teacher/pupil
- Contribute to pupil assessment through observation and reporting in line with the school assessment systems
- Record information relevant to assessment and review of pupils' progress
- Collaborate with team members to compile assessments and reports to support the annual review of the pupils Educational Health Care Plan
- Active involvement in day to day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources
- Undertake routine and non-routine administrative tasks
- Liaise with parents / carers, specialist teachers and other professional staff and share and provide information

Other Professional Requirements

- Undertake training as considered appropriate to the needs of the post
- Undergo staff performance and review scheme interviews as part of continuing professional development.
- Any other reasonable duties at the discretion of the Headteacher / Deputy Headteacher

Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job. Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

Essential Criteria	Assessed By;
Have good communication and listening skills and be able to present information verbally and in writing to others	A, I
Can plan own work when required	I
A commitment to keeping children safe	A, I
Can transfer theory / training into practice	A, I
Can solve problems and can exercise initiative and independent action	A, I
Is pro-active in offering ideas	A, I
Following appropriate training and risk assessment, able to operate specialist equipment, eg hoists, complex feeding equipment	I
Be aware and accepting of cultural differences	I
Recognise discrimination and be able to demonstrate an awareness of, and commitment to, Equal Opportunities in service delivery	I
Successful applicant will be subject to a criminal record enhancement check with the Criminal Record Bureau (CRB) before the appointment can be confirmed	A, I & D

Desirable Criteria	Assessed By;
Hold a recognised and relevant NVQ2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ3) or be able to demonstrate equivalent knowledge, experience and skill	A, D
Have additional communication skills which support total communication approach	A, D, I
Have experience of Teaching Assistant work	A, D
Have attended further training on aspects of the curriculum or areas of specific special need	A, D
Understand school's policies and how they relate to local and national frameworks / policies, (eg child protection, health & safety, equal opportunities, SEN)	A, I
Have a good level of knowledge and understanding of SEN and areas of the curriculum	A, I
Can use ICT effectively to support learning and use other technology equipment	A, D