



# SEND Male Teaching Assistant / Intimate Needs Carer

Candidate Information Pack



PART OF THE FAIRFAX MULTI-ACADEMY TRUST





## **10 WAYS FAIRFAX MULTI-ACADEMY TRUST PROMOTE A GOOD WORK-LIFE BALANCE**

The wellbeing of our staff is paramount to the success of Fairfax Multi-Academy Trust, and we very much strive to achieve a healthy work-life balance amongst our colleagues. Community spirit is at the heart of the Trust and school-to-school support is key to the wellbeing of all employees, regardless of post or career stage.

- No pressure to 'put on a show' in lessons. A culture of coaching and development is reinforced through no lesson grades.
- Comprehensive support package for NQTs, and a development package for NQTs + 1.
- No requirement to work late and emailing after 7pm is strongly discouraged.
- Centralised behaviour detentions including lates.
- Everyone has the highest expectations and there is a clear system of sanctions to support staff in managing behaviour.
- Open door policy to access Senior Leadership support, i.e. accessible and approachable SLT.
- Flexible working is supported wherever possible.
- Collaborative planning and co-creation of resources is encouraged, and staff are given regular dedicated faculty time and opportunities to network across Trust academies.
- A supportive Special Leave Policy.
- Effective administrative team to support teachers including Reprographics, ICT Support and data analysis completed centrally.

## **WELCOME** - *CEO of the Trust*

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Dear Candidate

Thank you for considering joining one of the Academies within the Fairfax Multi-Academy Trust (FMAT).

FMAT was established in 2014 and now comprises four Academies which serve a student community of almost 4500 students. The MAT has a small core team in addition to all the academy based staff, and the organisation as a whole works collaboratively to ensure that everything we do can positively impact the lives of our students. All of our Academies are located within the West Midlands and are situated within a maximum distance of 14 miles of each other.



I became the CEO of FMAT in February 2020, having previously worked in a wide range of senior MAT roles in other Trusts within the Midlands. I chose to lead FMAT because I genuinely believe in its core mission "enriching lives and transforming futures". We are looking for individuals who share that passion and feel they can make a positive difference to everyone within our community.

I do hope you find this pack informative, and I look forward to hearing from the Head of Academy about your application. You will be joining an organisation that can offer you many opportunities to progress and make a real difference!

Yours sincerely

A handwritten signature in black ink, which appears to read 'S. Jones' followed by a stylized flourish.

**SIMON JONES**  
**CEO**

## WELCOME – *Head of Academy*

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Dear Candidate

Thank you for your interest in Fairfax, and a warm welcome from everyone connected with Fairfax Academy.

I am incredibly proud to be the Head of Fairfax Academy. The Academy's values are built around hard work and opportunity; we believe that every child attending Fairfax will have the chance to thrive in an atmosphere where high expectations meet endless possibilities.



The Academy enjoys excellent examination results at both GCSE and Post-16; a result of our commitment to our motto 'Sinceritas Laboris' there is dignity in labour! The Academy's experienced staff are knowledgeable and skilled and ensure that every child, regardless of starting point, is supported to optimise his/her academic achievements.

Our House system is at the heart of the school and has been in place for the best part of 60 years. This commitment to our school traditions ensures that every child has the opportunity to participate in activities that develop him/her as a person. Such activities include our annual Eisteddfod, Duke of Edinburgh's Award Scheme, local and national sporting events and many artistic performances.

My personal philosophy is that every student should leave high school proud of the young adult they have become. I believe this can be achieved by ensuring all our students meet high expectations whether it be in punctuality, behaviour, courtesy or class work. The Academy aims to promote a sense of pride in students, through students taking personal responsibility in delivering excellence! We are Fairfax and we are proud of it!

Yours sincerely

A stylized, handwritten signature in black ink, appearing to read 'DB' followed by a flourish.

**DEBORAH BUNN**  
**Head of Academy**

## **CONTEXT** - *Our school*

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Fairfax Academy is a large comprehensive school in the area of Sutton Coldfield which has retained two selective grammar schools. The proportion of pupil premium students is beneath the national average, as is the number of students with an EHCP or identified special needs. Fairfax is proud to be a fully accessible mainstream school. The Academy recently celebrated its 60<sup>th</sup> anniversary and is proud to maintain many of its traditional and inclusive values.



<b>DEPARTMENT</b>	<b>SEND Team</b>
<b>RESPONSIBLE TO</b>	SENDCO
<b>LINE MANAGEMENT OF</b>	No one
<b>WORKING HOURS</b>	32.5 hours per week with half an hour unpaid lunch break
<b>WORKING PATTERN</b>	Monday – Friday: 08:10 until 15:10, Term Time only
<b>SALARY</b>	FMAT Pay Scale –      Level 2 Teaching Assistant Scale 2 Level 3 Teaching Assistant Scale 5
<b>HOLIDAY ENTITLEMENT</b>	A paid entitlement of 25 days annual leave and eight statutory holidays (to be taken during school holiday periods)

**JOB PURPOSE**

To work as part of the SEND team to successfully include all students on the SEN register into every aspect of school life. In addition to this you may work with a range of different students as directed by the SENCO.

The post includes classroom support, pastoral care and assisting with the physical/personal care of our male students as and when required. You should have excellent communication and written skills with high expectations of learning and behaviour and a relevant Teaching Assistant qualification.

This job description lists the major duties and requirements of the job and is not all-inclusive. The post holder may be expected to perform other duties under the direction of the Head of Academy than those contained in this document and may be required to have specific job-related knowledge and skills.

**MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THIS POST****1. SUPPORTING THE STUDENTS**

- a) To work effectively with a range of subject teachers, school learning support staff, parents and external agencies to provide support for the education process at school.
- b) To act as a mentor to a named student/students with special needs ensuring that their needs are effectively communicated and met, liaising with other members of the team to this end as directed by the SENDCO.
- c) To work effectively with an individual student or with a group of students in the classroom, under the direction of the teacher, supporting their needs as appropriate to their learning difficulty.
- d) With guidance from teachers, to produce modified and supplementary teaching materials and worksheets.
- e) To produce comprehensive, coherent and legible notes from lessons if a student is absent.
- f) To record elements of lessons if they are needed for consolidation or support reasons, noting what needs to be repeated or reinforced at home.
- g) To request, collect and circulate information on up-coming work and assessment procedures two weeks ahead of time.
- h) To provide physical help with tasks when required whilst encouraging independence.
- i) To physically assist in PE.
- j) To provide support with bathroom/toilet management and personal hygiene if required.
- k) To assist with movement around the school and provide support at lunchtime and break if required.
- l) To act as a reader/amanuensis for a named student/students during the examination period.
- m) To carry out physiotherapy for a named student/students at designated times if required (according to the instructions given by a trained physiotherapist).
- n) To work with an individual student in withdrawal sessions, if required. To work with a student/group of students on targeted intervention.
- o) To monitor the conditions in the classroom and suggest appropriate changes to ensure the effective inclusion of students with physical disabilities, visual impairment or hearing impairment as appropriate.

## 2. SUPPORTING THE TEACHERS

- a) Under the direction of the teacher to assist **any** student in the group who may need assistance – this may include :
  - ❖ clarifying and explaining instructions, motivating and encouraging students as required, assisting in weaker areas, e.g. language, behaviour, reading, spelling, handwriting/ presentation etc, helping students to concentrate on and finish work set.
- b) In practical subjects, to assist with the preparation and use of equipment.
- c) To assist with the preparation and display of materials, where appropriate.
- d) Where appropriate, to assist with the monitoring and assessment of work for individual students within the classroom.
- e) To provide regular feedback about students to teachers.

## 3. SUPPORTING THE SCHOOL

- a) To contribute to reviews of students' progress
- b) To undertake moving and handling training and other training in respect of the management of physical disability.
- c) To take part in training days and staff INSET, whenever they fall.
- d) To drive school vehicles and undertake school and LEA minibus training as appropriate.
- e) To be available to attend field trips, residential and weekend school events
- f) To carry out exam invigilation, as and when required
- g) To be aware of school policies and procedures and implement them
- h) To be aware of confidential issues linked to home/ pupil/ teacher/schoolwork and to keep confidences as appropriate
- i) To perform other such duties as the Headmaster may from time to time determine.

**NB:** This allocation of duties is provisional and is subject to regular review.

## GENERAL

- Promote and safeguard the welfare of students you 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.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- To comply at all times with requirements of Health & Safety at Work Act 1974 and school's Health & Safety policy statement.
- Participate in training and other learning activities and performance development as required.

**POSITION – *SEND Male Teaching Assistant/Intimate Needs Carer*** *Person Specification*

<b>Attributes</b>	<b>Essential</b>	<b>Desirable</b>
<b>Education and qualifications</b>	<ul style="list-style-type: none"> <li>• NVQ Level 2 in Teaching &amp; Learning in Schools or Level 3 Qualification in Early Years and Child Care or equivalent.</li> <li>• Demonstrate levels of numeracy and literacy equal to GCSE (A – C)</li> <li>• Experience of working in a school</li> <li>• Experience of assisting with the physical/ personal care of our male students.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Experience working with children with specific social and emotional needs.</li> <li>• Experience working with families.</li> </ul>
<b>Experience</b>		<ul style="list-style-type: none"> <li>• Working with a range of different students</li> </ul>
<b>Knowledge and understanding</b>	<p>The TA should have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• support mechanisms for teaching staff;</li> <li>• the National Curriculum structure;</li> <li>• have awareness of policies and procedures relating to child protection, health and safety, equal opportunities, confidentiality.</li> </ul>	<p>In addition, the TA might also have knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• the different ways in which children learn;</li> <li>• behaviour-management strategies;</li> <li>• the issues related to disadvantaged sections of the community.</li> </ul>
<b>Skills and abilities</b>	<p>The TA will be able to:</p> <ul style="list-style-type: none"> <li>• contribute to a range of teaching, learning and pastoral activities;</li> <li>• demonstrate excellent communication and written skills with high expectations of learning and behaviour</li> <li>• demonstrate good ICT skills;</li> <li>• work independently and as part of a team.</li> </ul>	<p>In addition, the TA might also be able to:</p> <ul style="list-style-type: none"> <li>• have the ability to work effectively and network with a wide variety of support services;</li> <li>• plan, monitor and assess;</li> <li>• experience of one to one teaching and strategies;</li> <li>• take responsibility, with minimum supervision, for delivering work programmes over an extended period to groups of children with complex needs;</li> </ul>
<b>Personal characteristics</b>	<ul style="list-style-type: none"> <li>• Calm under pressure.</li> <li>• Maintains confidentiality.</li> <li>• Enthusiastic.</li> <li>• Ability to adapt to a variety of situations.</li> <li>• Shows initiative.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Willingness to participate in INSET days and attend courses for their own professional development</li> <li>• Have a sense of humour</li> <li>• The ability to prioritise own time, with an emotional resilience when working under pressure to tight deadlines with a sense of balance and perspective.</li> </ul>	
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**Fairfax is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.**

**An enhanced DBS check is required for all successful applicants**