



SEND Teaching Assistant CANDIDATE INFORMATION PACK

Inspiring minds through opportunity

www.cyriljackson.towerhamlets.sch.uk

Literacy



Toddle Waddle

hear alliteration and rhyme

Simple Speed Sounds

f	l	m	n	r	s	v	z	sh	th	ng	nk		
b	c	d	g	h	j	p	q	t	w	x	y	ch	k
a	e	i	o	u	ay	ee	igh	ow					
oo	oo	ar	or	air	ir	ou	oy						

Zz Yy Xx Ww Vv Uu Tt

Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss



- Be polite
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

Thursday 19th April

f

f





A very warm welcome to Cyril Jackson School...

Thank you for your interest in the post of Teaching Assistant at Cyril Jackson Primary School.

We were inspected in July 2015 and Ofsted confirmed that we are an outstanding school.

Firstly, we have the most wonderful children! They are keen to learn, are well behaved and really enjoy coming to school. Our parents and carers value education and support the school brilliantly. We are a happy, successful and forward-thinking school community set in the heart of Limehouse. Using the local area and amazing locations in central London is important to us in bringing the curriculum to life and making learning meaningful to children.

If you are successfully appointed, we offer you a commitment to your professional development as part of a dynamic team. Clear systems and structures ensure that there is transparency and good communication throughout the school. Our school motto is “Inspiring Minds Through Opportunity” and it is expected that all of us demonstrate this, whatever our role in school. Tower Hamlets is a supportive and inclusive Local Authority; it is a great place in which to be a teaching assistant. Strong networks between schools (informally and formally through the M3 Schools Partnership) mean that there is a strong sense of identity and loyalty to the children and community we serve.

On our school website, you will find other key information about the school; the prospectus, school improvement plan and teaching and learning policy which will give a broader picture of who we are and if we are the right place for you to grow as a school leader.

We warmly invite you to visit the school to see for yourself what a special place it is.

Hodo Dirir
Headteacher



Our Vision and Aims



Inspiring minds
through opportunity





SEND Teaching Assistant :

Job description

RESPONSIBLE TO: Headteacher/Deputy Headteacher/SEND/CO/AHT
Inclusion /Class Teacher

PURPOSE OF THE JOB:

To provide support for pupils with SEND, the teacher and the school in order to raise standards of achievements for all pupils, to encourage pupils to become independent learners, to ensure their safety and welfare and support the inclusion of pupils in all aspects of school life.

When required to work with and support an identified child with specified academic, physical and emotional/behavioural/medical needs on an individual basis.

MAJOR DUTIES AND RESPONSIBILITIES

1. To work with individual children and/ or groups, as directed by the class teacher and/or SENDCo, to support subjects and learning across the whole curriculum;
2. To establish a supportive, caring and secure relationship with the children, promoting respect, self-esteem and a positive, inclusive whole school ethos;
3. To develop knowledge and understanding of the specific academic, physical and emotional/behavioural/medical needs of the child and respond to them effectively;
4. To assist the class teacher/SENDCo with the planning, development and delivery of suitable programmes of work for the pupils;
5. To support class teachers to design, create and produce, evaluate and adjust learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the children in using them;
6. To help, support and motivate the child, clarifying instructions, encouraging independent learning and behaviour and enabling learning targets and outcomes to be achieved;



7. To contribute to monitoring and recording pupil progress, maintaining records and providing relevant feedback to teachers;
8. To provide welfare support to children, including administering First Aid (dependent on training) and attending to personal hygiene and identified medical needs as required;
9. As directed by the class teacher or SENDCo, to liaise with outside agencies, where appropriate, in respect of the children with SEND.

JOB ACTIVITIES RELEVANT TO ALL TEACHING ASSISTANTS:

1. To use a range of support methods and resources, including ICT, appropriate to the needs of individuals and groups, as directed by the class teacher/ SENDCo/EMA Co-ordinator.
2. To support the organisation of the learning environment, including the production, maintenance and storage of resources.
3. To meet regularly with the class teacher /SENDCo/EMA Co-ordinator during contracted hours to discuss children's/students' progress and to plan and review support.
4. To attend formal meetings during contracted hours to discuss children's/ students' progress with parents and other professionals as part of the relevant staff group.
5. To support the school's aims and ethos.
6. To familiarise with, actively support and comply with all the school's policies and procedures e.g. Health and Safety, Equal Opportunities, Child Protection, Behaviour.
7. To undertake supervision of playground activities and after-school clubs as directed by the Headteacher.
8. To undertake care tasks related to children's/students' physical welfare in accordance with LEA guidance and procedures.
9. To accompany children/students and teachers on educational visits and trips during contracted hours.
10. To undertake other similar duties commensurate with the grade, provided that such duties are within the competence of the postholder.
11. To attend professional development meetings and any other designated training which supports the schools' vision and aims.



Job description *continued*

JOB ACTIVITIES RELEVANT TO TEACHING ASSISTANTS AT INTERMEDIATE LEVEL:

1. To support the teaching of the National Literacy Strategy and the National Numeracy Strategy (in primary schools) and the KS3 Strategy in secondary schools, helping pupils with activities which develop their literacy and numeracy skills.
2. To deliver structured intervention and catch-up programmes to support the development of literacy and/or numeracy skills, e.g. Additional Literacy Support (ALS), Early Literacy Support (ELS), Read Write Inc (RWI) and Springboard mathematics in primary schools and other intervention programmes in secondary schools.
3. To provide targeted support to individuals and groups, including those pupils with English as an Additional Language or special educational needs.
4. To contribute to the planning for teaching and learning.
5. Assess, record and report development, progress and attainment.
6. Assess the needs of a pupil and use detailed knowledge and specialist skills to support pupil's learning.
7. Support pupils in social and emotional well-being, reporting problems to the lead teacher and members of staff.

OTHER DUTIES AND RESPONSIBILITIES

- To ensure all duties and responsibilities are discharged in accordance with the school's health and safety at work policy
- To undertake other reasonable duties commensurate with the grade of the post

PROFESSIONAL CHARACTERISTICS

- demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:
- inspiring trust and confidence,
- building team commitment,
- engaging and motivating pupils and staff,
- analytical thinking,

PERFORMANCE MANAGEMENT

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the school's performance management cycle.



CONDITIONS OF SERVICE

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors.

EQUAL OPPORTUNITY

The post holder will be expected to undertake all duties in the context of and in compliance with the school's and council's equal opportunities policies

SAFEGUARDING CHILDREN

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance.



Person specification

We seek a person who communicates enthusiasm, drive AND determination in order to inspire and motivate children.

Please construct your personal statement to show evidence of:

PERSON SPECIFICATION RELEVANT TO ALL TEACHING ASSISTANTS

1. The ability to work as part of a team.
2. The ability to provide engaging 1:1 support.
3. Understanding of Special Educational Needs and Disability (SEND).
4. The ability to use a range of strategies to deal with classroom and individual behaviour.
5. The ability to communicate effectively with individuals and groups of children, teachers, parents and other members of staff.
6. The ability to establish and maintain effective working relationships with teachers and other members of staff.
7. The ability to accept guidance and direction from teachers.
8. The ability to distinguish between the roles and responsibilities of the teaching assistant and the class teacher.
9. The ability to keep written records and support the development of pupils' literacy and numeracy skills with confidence.
10. The ability to respond calmly and constructively when dealing with pupils with SEND.
11. Awareness of how pupils learn and the various factors which affect their learning.
12. Awareness of the need to show respect and value pupils as individuals.
13. An understanding of and commitment to inclusive education.
14. A willingness to undertake paid training in normal contractual hours to develop job-related skills.
15. A sympathetic approach to parents and an understanding of the need for confidentiality.
16. A commitment to the Authority's Equal Opportunities Policy.
17. Be prepared to work throughout the school with any age group.



18. The ability to adapt to differing environments within the school and to the needs of different children.
19. An understanding of, and sympathy with, the aims of the school.
20. GCSE English and Maths (C and above or equivalent)
21. Commitment to safeguarding and promoting the welfare of children and young people.

PERSON SPECIFICATION RELEVANT TO TEACHING ASSISTANTS AT INTERMEDIATE LEVEL:

A willingness to undertake paid training in normal contractual hours to develop expertise and specialist skills in at least two areas:

- **Support for bilingual/multilingual pupils**
- **Support for pupils with communication and interaction difficulties**
- **Support for pupils with cognition and learning difficulties**
- **Support for pupils with behavioural, emotional and social development needs**
- **Support for pupils with sensory and/or physical impairment**
- **Support for the use of information and communication technology in the classroom**
- **Support for pupils in developing their literacy skills**
- **Support for pupils in developing their numeracy skills**

PERSONAL RESPONSIBILITIES RELEVANT TO ALL TEACHING ASSISTANTS

- **Respect the confidentiality of pupil information and respond sensitively to pupils' needs.**
- **Be aware of the particular learning and physical needs of the pupils you support.**
- **Actively participate in the school's performance management scheme, as specified in the school policy, meeting regularly with your line manager, in accordance with the scheme, ensuring that performance standards/targets are set and met within the agreed time scale.**
- **Undertake other relevant and appropriate training during contracted hours, as identified with your line manager at a Performance Management Review.**
- **Within your contracted hours attend staff meetings, as required.**



Staff well-being: our offer to

Cyril Jackson Primary School recognises that our staff are the most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

We offer an unrivalled package of support, professional development and social opportunities to maximise your well-being and to enable you to fulfil your professional and personal potential - whilst also having a really enjoyable time!

PERSONAL GROWTH & PROFESSIONAL DEVELOPMENT

The Senior Leadership Team and Governing Body will:

- Maintain a school ethos where all staff are valued and where respect, empathy and honesty are the cornerstones of all school relationships.
- Provide personal and professional development such as team building, management of change, stress management, assertiveness, communications.
- Provide a range of strategies for involving staff in school decision making processes.
- Operate sensitive Appraisal linked to clear job specifications.
- Provide extra support from the Senior Leadership Teams at certain times of particular stress and/or difficulty e.g. Child Protection cases.
- Provide a non-judgmental and confidential support system e.g. mentors.
- Promote information about and access to supportive services.
- Ensure that, as part of the risk assessment processes of staff workload, there are robust evaluations of the risks of harm and act upon such findings.
- Provide staff, through training and building security, with a sense of safety and the confidence to deal positively with stressful incidents.
- Review the demands on teachers and support staff, the time spent on paperwork and see practical alternative solutions wherever possible through the School Improvement Plan process.
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school.
- Maintain contact with staff when they are absent for long periods (by a named person).
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.



WELL-BEING BENEFITS

- PDM staff well-being or 'No Meeting Week' termly.
- Toiletries are provided for all staff to use.
- Tea and coffee are provided for all buildings including nursery.
- Two annual staff celebrations.
- All teaching and support staff are entitled to a moving day.
- Flu vaccinations are offered to all staff free of charge.
- Staff have an exit interview with a Governor.
- Staff medical and health support: counselling, access to a GP service (365 days per year), medical checks, physiotherapy and additional services.
- Staff receive personal deliveries to school office (deliveries are accepted on the assumption that the products are appropriate to be delivered and the school is not responsible for the delivery).



CERTAINTY, FAIRNESS & CONSISTENCY

We ensure certainty, fairness and consistency through a comprehensive range of policies and procedures, including:

- Health and Safety Policy
- Code of Conduct Policy
- Equality of Opportunity Policy
- Well-being Policy
- Grievance Procedure
- Whistleblowing Procedure
- Financial Code of Practice Policy
- Pay Policy
- Appraisal Policies for Teaching and Support Staff;
- Information, Records and Data Protection: Policies and Procedures
- Behaviour Policy
- Child Protection Policy
- Keeping Children Safe in Education
- Child Protection Procedures for Staff Working in Childcare Settings
- Safer Recruitment & Selection Policy

All policies and procedures are available to view on the school website, at:

www.cyriljackson.towerhamlets.sch.uk/parents/policies



About our school



Cyril Jackson Primary School is a large and ambitious primary school. We have 480 designated pupil places, catering for children from Nursery to Year 6, with twenty of these places being given over to a borough-wide Language Resource Provision (LRP) for children with language disorders and associated learning difficulties. We are routinely oversubscribed.

The school is situated in London's Docklands in an area of considerable socio-economic deprivation (School Deprivation Index = 0.39), juxtaposed against the comparatively new wealth of Canary Wharf. A large number of our pupils are entitled to Free School Meals (49.9% 2016 - 2017), and other contextual indicators associated with educational underachievement suggest that many of our children are subject to serious socio-economic disadvantages. The school has a high mobility rate (16% 2016 - 2017): this is principally a result of a local housing crisis which causes families to be moved from local accommodation to temporary homes in other areas, often out-of-borough. A number of our children are temporarily accommodated in the nearby Hestia Women's Refuge. We do everything we can to overcome these barriers, narrowing the opportunity gap and equipping our pupils with the skills they need to succeed.

Although many of our children start school with skills which are well below the expected levels, the majority meet national expectations in English and Mathematics by the end of KS2. They therefore make outstanding progress across their time at Cyril Jackson. We are proud of this achievement, particularly in view of the contextual indicators described above. However, we are always striving for more, and we have ambitious plans to take our children's attainment to even greater heights.



The school has high levels of SEND (Special Educational Needs and Disabilities) and additional needs. Including the twenty children in the LRP, the school has thirty-two full-time pupils with Statements of SEND or Education, Health and Care (EHC) Plans. We have a reputation for exceptional SEND provision which has attracted the families of children with profound communication needs, autistic spectrum condition and significant cognitive delay, and we know that other services often recommend us to these families. A team of Speech and Language therapists and around thirty external agencies work with our pupils on a regular basis. The Language and Communication Group (Foundation Stage / Key Stage 1) and the Additional Resource Provision (ARP) group (Key Stage 2) were formed to complement our mainstream provision, and to meet the needs of some of our most vulnerable children.

The school is on a split site (the two school sites are a short walk apart). There are four detached teaching blocks on the south site of the school, including a nursery, the Language and Communication group, and the main building which houses the Reception classes and the Years 5 and 6 classrooms. The KS2 ARP group is also based on this site. Years 1 to 4 are based on the north site. Classrooms and teaching spaces are small.

The school has gained the following kite mark accreditations: Read Write Inc model school; Schools Financial Value Statement; Healthy Schools Status (silver award); Living the Olympic and Paralympic values; Sustainable Travel and Philosophy 4 Children.



Application & selection process

All applications will be acknowledged. There is a nominal closing date for this role, however candidates are encouraged to submit their applications as soon as possible, as preliminary discussions may begin as soon as expressions of interest are received.

TO APPLY PLEASE SEND:

- A completed application form, including names, positions, organisations and telephone contact numbers for at least two referees (must include one from an educational setting and preferably your most recent employer(s)). If you do not wish referees to be approached without your permission, please indicate this clearly.
- A short (no more than two pages) personal statement highlighting your motivation for the role. We are keen to discover more about your vision for learning as well as gaining an understanding of the experiences you have gained that have prepared you for a post such as this.
- Please also complete the equality and diversity questionnaire within the application form.

Applications should be submitted to:

i.macenkiene@cyriljackson.towerhamlets.sch.uk

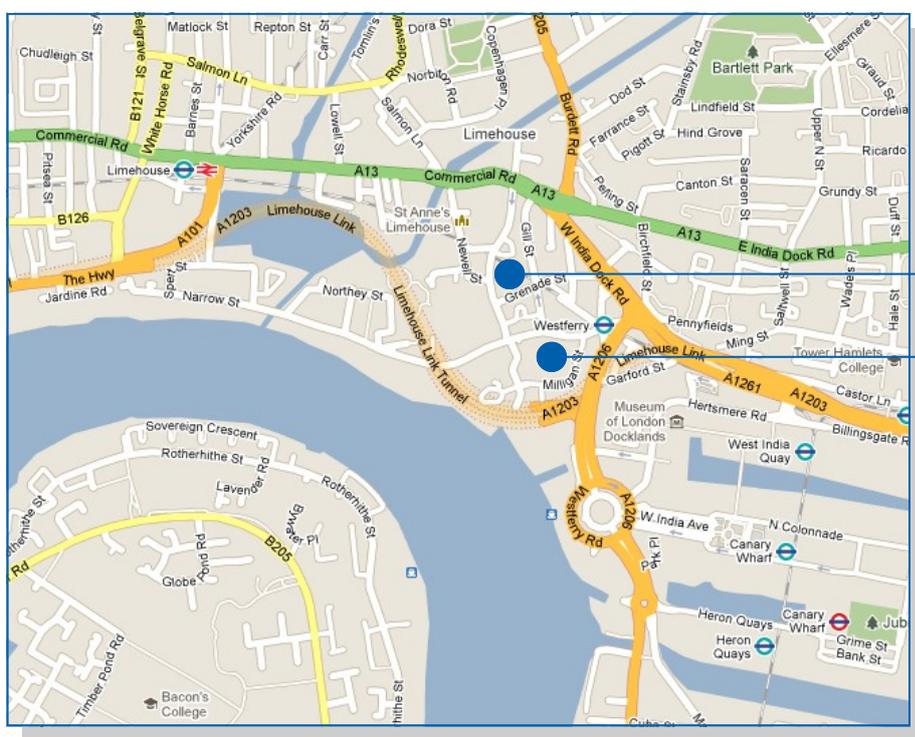
CLOSING DATE:

Midnight, Thursday 28th December 2023

INTERVIEWS:

Wednesday 10th January 2024





North Building

South Building

North Building | 51 Three Colt Street | Limehouse | London | E14 8HH

South Building | Limehouse Causeway | Limehouse | London | E14 8AQ

Tel. 020 7987 3737



Inspiring minds through opportunity

Acting Headteacher: Hodo Dirir

Enquiries: admin@cyriljackson.towerhamlets.sch.uk

www.cyriljackson.towerhamlets.sch.uk



REED'S SCHOOL
Primary & Secondary Forum

