



Steel City

Schools Partnership

Recruitment
information for the
position of

**Level 3 Teaching Assistant
Greenhill Primary**

**Mainstream and Integrated
Resource**



TEACHING ASSISTANT – LEVEL 3

The Trustees of Steel City Schools Partnership are looking to recruit skilled and inspirational practitioners as soon as possible to support teaching and learning at Greenhill Primary. There are positions available within the mainstream school provision and also within the Integrated Resource.

The posts are permanent and are 32.5hrs / 39 weeks.

Grade 4, £22,369 - £24,490 FTE. Actual salary, £16,900 - £18,507

Greenhill Primary is a good school (Ofsted – July 2022) serving the Greenhill village community in the south of the city. Since joining SCSP in February 2018, the school has made rapid and sustained improvements, making good progress towards raising aspirations and the outcomes and progress for their pupils. A new leadership team started in September 2019 and has been focussed on developing a truly inclusive ethos, whilst also developing a broad and engaging curriculum offer. SCSP are delighted that an IR for 12 children with ASD/SEMH and a school based nursery are to be opened on site later this academic year.

We aim to enable all of our 'Greenhill Learners' to achieve excellence and have the skills and knowledge to "be the best that they can be" as they move through school and on to the next stages in their education.

It is an exciting time to join the team at Greenhill Primary. We are a good school and welcome new members to join our team to share their expertise, ideas and experiences. Collaboration with the right partners is at the heart of what we do. We are delighted to be part of SCSP and welcome the development opportunities that this is already bringing to our whole school team and our children.

The children at Greenhill Primary are amazing: happy, enthusiastic and ready to learn. We are determined that every child is valued as an individual, helped to develop their talents and encouraged to work and cooperate with others. We have supportive parents who we work with in partnership to ensure the success of our children.

Expectations:

To work with an existing team of Teaching Assistants led by the Inclusion Lead / Leadership Team, to implement work programmes with individuals/groups, in or out of the classroom.

This may include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teaching staff in the whole planning cycle and the management/preparation of resources.

Staff may also supervise whole classes occasionally during the short-term absence of teachers.

Relevant Qualifications:

- Good literacy/numeracy skills
- NVQ 3 for Teaching Assistants or equivalent qualifications or experience

We are looking for individuals who are:

- Committed to a child centred philosophy
- Able to work within a team to prepare, plan and deliver exciting and enjoyable activities to develop young children's skills
- Able to assess children's progress and focus upon their next steps.

The successful applicant must be

- Committed to excellence within their work in school and across the partnership
- Able to work as an effective team member
- Well organised
- Able to communicate with children and adults in a constructive and effective way.

Application Information:

For further information and / or to arrange a visit please contact:

Scott Ellin – Headteacher – 0114 237 7080

Please download an application form from
www.steel-city-schools-partnership.org

Completed application forms should be emailed to
jobs@steel-city-schools-partnership.org

Closing date: 07.07.2023
Interview Date: to be confirmed

We expect the successful candidate to work within our collaborative spirit and ethos, by building on the successes of the individual schools by working in conjunction with others to raise standards and enhance the outcomes for the pupils, families and communities we serve.

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone.

JOB DESCRIPTION FOR POST OF TEACHING ASSISTANT - LEVEL 3

The postholder must, at all times, carry out his/her duties and responsibilities within the spirit of Steel City Schools Partnership and School policies and within the legislative framework applicable to academies.

POST TITLE	TEACHING ASSISTANT – LEVEL 3
GRADE	4
RESPONSIBLE TO	HEADTEACHER
PURPOSE OF JOB	<p>To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom.</p> <p>This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources.</p> <p>Staff may also supervise whole classes occasionally during the short-term absence of teachers.</p> <p>The primary focus will be to maintain good order and to keep pupils on task.</p> <p>Cover supervisors will need to respond to questions and generally assist pupils to undertake set activities</p>
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none"> ● Very good literacy/numeracy skills ● NVQ 3 for teaching assistants or equivalent qualifications or experience ● Training in the relevant learning strategies ● Appropriate first aid training

MAIN DUTIES AND RESPONSIBILITIES

SUPPORT FOR PUPILS

1. Use specialist (curricular/learning) skills/training/experience to support pupils
2. Assist with the development and implementation of IEPs
3. Establish productive working relationships with pupils, acting as a role model and setting high expectations
4. Promote the inclusion and acceptance of all pupils within the classroom
5. Support pupils consistently whilst recognising and responding to their individual needs
6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Provide feedback to pupils in relation to progress and achievement

SUPPORT FOR THE TEACHER

1. Work with the teacher to establish an appropriate learning environment
2. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
4. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
5. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
6. Undertake marking of pupils' work and accurately record achievement/progress
7. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
8. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
9. Administer and assess routine tests and invigilate exams/tests
10. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

1. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
2. Implement local and national learning strategies e.g. literacy, numeracy, KS2, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
3. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
4. Help pupils to access learning activities through specialist support
5. Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

1. 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
2. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contribute to the overall ethos/work/aims of the school
4. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
5. Attend and participate in regular meetings
6. Participate in training and other learning activities as required
7. Recognise own strengths and areas of expertise and use these to advise and support others
8. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
9. Undertake planned supervision of pupils' out of school hours learning activities
10. Supervise pupils on visits, trips and out of school activities as required

Any other duties and responsibilities appropriate to the grade and role.

Person Specification for post of Senior Teaching Assistant - Level 3 Mainstream School / Integrated Resource

All candidates should demonstrate how well their qualifications and experience, personal qualities, skills, professional knowledge and understanding and knowledge of safeguarding meet the requirements of the person specification

Qualification and experience	
Candidates should have:	
1	NVQ 3 for Teaching Assistant or equivalent qualification or experience.
2	GCSE Maths and English or equivalent (NVQ 2) or evidence of abilities at this level.
3	Recent experience in relevant learning strategies e.g. Literacy, Numeracy.
4	Specialist skills/training in curriculum or learning area e.g. use of visuals, interventions or SLCN/ASD approaches.
5	An understanding of Social, Emotional and Mental Health (SEMH) difficulties and have experience of working with children with SEMH.
6	Evidence of recent, appropriate continuous professional development and/or willingness to engage in CPD.
Personal qualities	
Candidates should:	
1	Communicate effectively and develop positive relationships with pupils, parents and all other stakeholders.
2	Demonstrate excellent interpersonal and organisational skills to work collaboratively and constructively with a class teacher and other staff in school.
3	Be decisive, consistent and have a creative approach to problem solving.
4	Be well presented and have a positive attitude.
5	Flexible and adaptable to changing circumstances/situations.
6	Ability to work effectively as part of a team and contribute to group thinking, planning etc.
7	Ability to use own initiative and work independently.
8	Ability to work calmly under pressure.
Skills	
Candidates should be able to:	
1	Support the vision for the school and the Trust
2	Work with the teacher and other staff to identify suitable learning activities and deliver these for whole class sizes, groups of pupils or on a 1:1 basis.
3	Relate positively with children, motivate, inspire and have high expectations of all pupils.
4	Contribute to the recording and assessment of pupil progress/performance etc.
5	Apply a range of behaviour management policies and strategies that contribute to a purposeful learning environment.
6	Evidence an understanding of child development and learning processes that enables the candidate to effectively meet the needs of children, including personal care.
7	Evidence a good working knowledge and experience of implementing relevant curricula and other relevant learning programmes/strategies.
8	Be approachable and courteous presenting a positive image of the school and Trust to all

	stakeholders.
9	Use ICT effectively to support learning including Interactive Whiteboard and other equipment.
10	Desire to improve own practice/knowledge through self-evaluation and learning from others.
Professional knowledge and understanding	
Candidates should:	
1	Demonstrate an understanding of classroom roles and responsibilities and the role of the TA within these.
2	Demonstrate their understanding and maintain confidentiality.
3	Demonstrate a full working knowledge of relevant policies/codes of practice & awareness of relevant legislation.
Safeguarding	
Candidates should have an understanding of safeguarding and promoting the welfare of children and young people.	