

General Teaching Assistant With SEN Allowance Midday Supervisory Assistant

Application Pack



**Huby C of E Primary School
Tollerton Road
Huby
York
YO61 1HX**

**Telephone: 01347 810432
Fax: 01347 811779**

E-mail: admin@huby.n-yorks.sch.uk

Closing date for applications: 12 noon, Monday 8th May 2017

Welcome to Huby CE (VC) Primary School

Dear Applicant,

Thank you for your interest in the advertised post. The position is for a General Teaching Assistant with Special Educational Needs Allowance (GTA SEN) and Midday Supervisory Assistant (MSA) position.

The role of the GTA SEN is to support a pupil with specific needs

The MSA role is to supervise the child on the playground at lunchtimes. This application pack contains the following:

- Information about the application process/ Job description
- Application form/ Equal Opportunities Monitoring Form

The initial hours of work for the roles are as follows:

GTA SEN role

2 x morning sessions

5 x afternoon sessions- 18.5 Hours

MSA role

5 x half hour sessions each day 2.5 hours

There may be additional hours offered in the future if the needs of the school change.

We are looking for someone who will fit in well with our school team and who:

- Is caring, conscientious and committed to providing the best for our children
- Is flexible enough to carry out the varied demands of the post

I enclose a job description, which gives you an indication of the qualities and skills we are looking for, as well as an application form. Please use these to show how you meet the job criteria and tell us of any previous or current experience you may have which is relevant to the post. Previous experience of working in school is not essential.

The post will begin on 1st September 2017 and is offered subject to satisfactory references, CRB check and medical clearance.

If you have any further questions, or would like to visit, please do not hesitate to contact the school. We are very proud of our school and would be pleased to show you round.

We can offer:

- Enthusiastic, happy, well motivated children who achieve high standards.
- A welcoming, caring, committed and professional staff team.
- A positive and supportive ethos.
- Opportunities and support for your own continued professional development.

The closing date for application is **Monday 8th May 2017**. If you wish to receive confirmation of your application, please enclose a stamped addressed envelope.

If you have any further questions, or would like to visit the school, please contact the school secretary, Mrs Christine Birkinshaw or Mrs Ann Pannett (01347 810432) to make an appointment. We are very proud of our school and I would be pleased to show you round.

Yours sincerely

Mrs Katie Booth
Head teacher

The school

- Huby CE (VC) Primary School is situated in the village of Huby, near Easingwold, about 10 miles north of York.
- There are currently 89 children on roll, organised in four mixed age classes: Reception/ Y1, Y2/3, Y4/5, Y5/6.
- The school has close links with All Hallows Parish Church in Sutton-on-the-Forest.
- The school has a very caring, supportive, family ethos and is an important part of the local community.

Application process

Please return your application to the school:

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Tollerton Road
Huby
York
YO61 1HX**

**Telephone: 01347 810432
Fax: 01347 811779**

E-mail: admin@huby.n-yorks.sch.uk

Closing date: Monday 8th May

Interviews will take place on the 24th May 2017.

Children & Young People's Service

JOB DESCRIPTION

POST:	General Teaching Assistant (GTA)
GRADE:	Band 4
RESPONSIBLE TO:	Head Teacher / Senior Advanced Teaching Assistant / Higher Level Teaching Assistant/ SENCO/Inclusion Manager
STAFF MANAGED:	None
POST REF:	JOB FAMILY: 7
JOB PURPOSE:	To work with teachers to support teaching and learning by working with individuals or small groups of pupils under the direction of teaching staff, and may be responsible for some learning activities within the overall teaching plan. May work in the classroom or appropriate location within the school, with access to support and guidance as required.
ACCOUNTABILITIES / MAIN RESPONSIBILITIES	
Supporting Learning & Development	<ul style="list-style-type: none"> • Support pre planned learning/behaviour activities as directed by the teacher • Using agreed structured observation as directed by the class teacher to feedback on learning, behaviour, participation and achievement, to support the planning and evaluation of the learning process in respect of groups and individual students • Interact with pupils in ways that support the development of their ability to think and learn, including the use of careful questioning • Assist teachers in the implementation of appropriate behaviour management and teaching & learning strategies • Support pupils in their social and emotional wellbeing, in implementing related programmes, including social, health and physical needs • Assist in escorting and supervising pupils on educational visits and out of school activities • Undertake break supervision as required
Communication	<ul style="list-style-type: none"> • Under the general direction of the teacher participate in establishing and maintaining effective relationships with pupils, parents/carers and with other agencies/professionals • Communicate effectively with all pupils, families, carers and other agencies / professionals
Sharing information	<ul style="list-style-type: none"> • Share information confidentially about pupils with teachers and other professional as required • Pay due regard to professional boundaries, maintaining appropriate levels of confidentiality • Participate in staff meetings

Safeguarding and Promoting the Welfare of Children/Young People	<p>Carry out tasks associated with pupils' personal hygiene, (including personal intimate care) and welfare, including physical and medical needs, whilst encouraging independence</p> <p>Be responsible for promoting and safeguarding the welfare of pupils in line with policy and legislation, raising concerns as appropriate</p>
Administration/Other	<p>Prepare classroom materials and learning areas, and undertake minor clerical duties e.g. photocopying and displaying pupils work</p> <p>Support the use of ICT and adhere to relevant policies</p> <ul style="list-style-type: none"> • Supervise and provide access arrangements for pupils sitting internal and external examinations and tests as required, ensuring that examinations comply with the Examination Board Regulations • Participate in appraisal, training and other learning activities
Health & Safety	<p>Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure</p> <p>Work with colleagues and others to maintain health, safety and welfare within the working environment</p>
Data Protection	<ul style="list-style-type: none"> • To comply with the County Council's policies and supporting documentation in relation to Information Governance this includes Data Protection, Information Security and Confidentiality
Equalities	<p>Promote inclusion and acceptance of all pupils</p> <p>Within own area of responsibility work in accordance with the aims of the Equality policy, treating people with respect for their diversity, culture and values</p>
Customer Service	<ul style="list-style-type: none"> • The County Council requires a commitment to equity of access and outcomes, this will include due regard to equality, diversity, dignity, respect and human rights and working with others to keep vulnerable people safe from abuse and mistreatment • The County Council requires that staff offer the best level of service to their customers and behave in a way that gives them confidence. Customers will be treated as individuals, with respect for their diversity, culture and values

PERSON SPECIFICATION

JOB TITLE: General Teaching Assistant

Essential upon appointment	Desirable on appointment (if not attained, development may be provided for successful candidate)
<p>Knowledge</p> <ul style="list-style-type: none"> • An awareness of child/young person's development and learning • An understanding that children/Young people have differing needs 	<ul style="list-style-type: none"> • Good understanding of child development and learning processes • Knowledge of Behaviour management techniques • Knowledge of Child Protection and Health & Safety policies and procedures • Knowledge of inclusive practice
<p>Experience</p> <ul style="list-style-type: none"> • Experience appropriate to working with children in an learning environment 	
<p>Qualifications</p> <ul style="list-style-type: none"> • Relevant NVQ Level 2 qualification or equivalent 	<ul style="list-style-type: none"> • Relevant NVQ level 3 • Appropriate first aid training (Dependent on the schools needs - insert as appropriate)
<p>Occupational Skills</p> <ul style="list-style-type: none"> • Good written and verbal communication skills: able to communicate effectively and clearly and build relationships with a range of staff, children, young people, their families and carers • Good reading, writing and numeracy Skills 	<ul style="list-style-type: none"> • Basic ICT Skills
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Demonstrable interpersonal skills. • Ability to work successfully in a team. • Confidentiality • Flexibility 	<ul style="list-style-type: none"> • Creativity
<p>Other Requirements</p> <ul style="list-style-type: none"> • Enhanced DBS Clearance • To be committed to the school's policies and ethos • To be committed to Continuing Professional Development • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours and attitudes • Ability to use authority and maintaining discipline • An empathy for equality & diversity • The ability to converse at ease with customers and provide advice in accurate spoken English is essential for the post 	

<p>Child and young person development</p>	<ul style="list-style-type: none"> • Within an agreed system of supervision plan teaching and learning objectives and evaluate and adjust lessons/work plans as appropriate Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs. • Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives. • Take an appropriate role in the development and implementation of appropriate behaviour management strategies. • Provide objective accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence. • Work with the School's agreed discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence. • Challenge and motivate pupils, promote and reinforce self-esteem. • As required take an appropriate role in the development, implementation and monitoring of systems relating to attendance and integration e.g. registration, truancy, pastoral systems etc. • Participate in the marking of pupils' work and accurately record achievement/progress. • Listen actively and respond to concerns about developmental or behavioural changes. • Know that development includes emotional, physical, intellectual, social, moral and character growth, and know that they can all affect one another. • Know how to interact with children in ways that support the development of their ability to think and learn. • Know how to obtain support and report concerns. • Encourage a child or young person to value their experiences and knowledge.
<p>Safeguarding and promoting the welfare of the child</p>	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, health, safety and security. • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. • Be able to recognise when a child or young person is in danger or at risk of harm, and take action to protect them. • Have an awareness and basic knowledge where appropriate of the most recent legislation.

<p>Supporting transitions</p>	<ul style="list-style-type: none"> • Listen to concerns; recognise and take account of signs of change in attitudes and behaviour. • Understand your own role and its limits, and the importance of providing care or support.
<p>Multi-agency working</p>	<ul style="list-style-type: none"> • Play an appropriate part in establishing constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils. • Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families. • Know how to work within your own and other organisational values, beliefs and cultures. • Know the value and expertise you bring to a team and that brought by your colleagues.
<p>Sharing information</p>	<ul style="list-style-type: none"> • Work with other staff in planning, evaluating and adjusting learning activities as appropriate. • Use clear language to communicate information unambiguously to others including children, young people, their families and carers. • Liaise between managers/teaching staff and teaching assistants in the school/college. • Attend staff meetings, training days and management meetings by agreement with the Headteacher. • Know about the common assessment framework and, where appropriate, how to use it. • Understand the importance of sharing information, how it can help and the dangers of not doing so.
<p>Administration/Other</p>	<ul style="list-style-type: none"> • Organise and manage an appropriate learning environment and resources. • Co-ordinate the activities of students entering the school for the purpose of work experience/ work placements. • Use ICT to advance pupils' learning, use common ICT tools for own and pupils' learning. • As required, assist with administrative support e.g. dealing with correspondence, compilation/ analysis, reporting on attendance, exclusions etc., making phone calls. • Manage a team of support staff working across the school. • Participate in the recruitment/ induction/ appraisal/ training/ mentoring of other support staff working across the school. • Participate in the School's performance management scheme. • Participate in training and other learning activities and performance development as required

	<ul style="list-style-type: none"> • Supervise pupils sitting internal and external examinations, ensuring that examinations comply with Examination Board Regulations. • Under the guidance and supervision of a class teacher be responsible for marking the register or being a form tutor.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure.
Equalities	<ul style="list-style-type: none"> • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own and team members understanding of equality issues.

Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

Equal Opportunities

North Yorkshire County Council supports the principle of equality of opportunity in employment and has a clearly stated policy for Equalities and a copy can be downloaded from www.northyorks.gov.uk. Your school will have its own policies adapted from the County Council's Policy

Other Requirements			
To be committed to the school's policies and ethos.	X		2 & 4
To be committed to Continual Professional Development.	X		2 & 4
Motivation to work with children and young people.	X		2 & 4
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		2 & 4

Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.	X		2 & 4
<p>Equal opportunities</p> <p>To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery</p>	X		2 & 4

Job Description: Midday Supervisory Assistant

MIDDAY SUPERVISORY ASSISTANT – BAND 3 (PAID TERM TIME ONLY)

Undertakes the duties below. Responsible to the Headteacher/Senior member of staff.

ACCOUNTABILITIES/MAIN RESPONSIBILITIES

<p>Effective Communication and engagement with children, young people, their families and carers</p>	<ul style="list-style-type: none"> • Communicate effectively with all children, young people, families and carers. • Provide support and encouragement to children and young people. • Know that communication is a two way process • Resolve minor disputes between pupils.
<p>Child and young person development</p>	<ul style="list-style-type: none"> • Assist in the implementation of appropriate behaviour management strategies. • Participate in relevant training as appropriate to build on your skills and knowledge. • Observe a child or young person’s behaviour, understand its context, and notice any unexpected changes and report any inappropriate behaviour to the correct member of staff. • Knowledge of special educational needs.
<p>Safeguarding and promoting the welfare of the child</p>	<ul style="list-style-type: none"> • Supervise the playground area, playing fields, cloakrooms and classrooms etc during the lunchtime break. • Establish rapport and respectful, trusting relationships with children, young people and those caring for them. • Be responsible for promoting and safeguarding the welfare of children and young people that you are responsible for and come into contact with. • Report any concerns about pupil welfare to the appropriate member of staff in a confidential manner. • Deal with minor first aid incidents; follow appropriate procedures for recording and reporting.

Supporting transitions	<ul style="list-style-type: none"> • Understand your own role and its limits, and the importance of providing care or support.
Multi-agency working	<ul style="list-style-type: none"> • Work in a team context – forging and sustaining relationships across agencies and respecting the contribution of others working with children, young people and families.
Sharing information	<ul style="list-style-type: none"> • Be aware of and comply with policies and procedures relating to child protection, confidentiality, health, safety and security. • Be aware of own (and others’) professional boundaries.
Other	<ul style="list-style-type: none"> • Participate in the school’s performance management scheme. • Assist with the removal of food and equipment once pupils have eaten their lunch. • Participate in training and other learning activities and performance development as required. • Attend staff meetings and training days by agreement with the Headteacher.
Health & Safety	<ul style="list-style-type: none"> • Be aware of and implement your health and safety responsibilities as an employee and where appropriate any additional specialist or managerial health and safety responsibilities as defined in the Health and Safety policy and procedure
Equalities	<ul style="list-style-type: none"> • Ensure services are delivered in accordance with the aims of the equality Policy Statement • Develop own understanding of equality issues

Whilst this job outline provides a summary of the post, it is not a comprehensive list or description and the job will evolve to meet changing circumstances. Such changes would be commensurate with the grading and conditions of service of the post and would be subject to discussion and consultation. All staff are required to comply with the school's policies, procedures and ethos.

In relation to Data Protection, Information Security and Confidentiality, all staff are required to comply with the school's policies and supporting documentation in respect of these issues.

Equal Opportunities

Other Requirements			
To be committed to the school's policies and ethos.	X		2 & 4
To be committed to Continual Professional Development.	X		2 & 4
Motivation to work with children and young people.	X		2 & 4
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		2 & 4
Emotional resilience in working with challenging behaviours; and, attitudes to use authority and maintaining discipline.	X		2 & 4
Equal opportunities			
To assist in ensuring that NYCC's equalities policies are considered within the school's working practices in terms of both employment and service delivery	X		2 & 4

- Assessment:**
1. Test prior to shortlisting (i.e. all applicants)
 2. From application form
 3. Test after shortlisting
 4. Probing at interview
 5. Documentary Evidence
 6. OTHER (Please specify)