



Manor Park
CE (VC) First School

Recruitment Pack

Teaching Assistant

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Love for God ~ Love for Each Other - Love for Learning

HEADTEACHER'S WELCOME

Manor Park First School is in the heart of Dorchester. Our school is in a very modern



building with extensive grounds which provides the children with opportunities such as Forest School.

Our 450 pupil school is organised in 14 classes. We have a wonderful pre-school where children start their journey and love for learning within a caring and supportive environment.

Our families originate from many different countries giving the school a rich diversity. We celebrate the cultures of our children and the knowledge and understanding they can bring to all of us as we take our place in the multicultural Britain of today.

WHAT MAKES US SPECIAL?

We believe that school should, first and foremost, be a happy place where children develop a love of learning, their surroundings and themselves. We challenge our children to achieve the very best that they are capable of and we instil in them ambition and drive to succeed. The care and welfare of each and every member of our school community is integral to the school's ethos and our Christian faith.

All who come to our school comment on the calm and respectful, yet purposeful and industrious atmosphere created by the children and staff. Our children are thoughtful, independent, and well-behaved; if you were to come and visit us, I am sure you would agree that they are the best ambassadors of what our school values.

With all best wishes,

Tamara Sterck
Head of School



ETHOS ~ MISSION ~ VISION

ETHOS

At our core we are a school with a Christian ethos..

Underpinning all that we do at Manor Park First School is the belief that...

“With God all things are possible”

Matthew 19 v 26

We know that personal strength comes from faith, so we help our whole school community to grow and learn together in their love of God by building a teaching and learning community where we show due regard for the development and understanding of the uniqueness and dignity of each person.



MISSION

In all our interactions as a school community we show

LOVE FOR GOD, LOVE FOR EACH OTHER AND LOVE FOR LEARNING

All children at Manor Park demonstrate a Love for God through an ethos which engenders our core values of Love, Care and Respect for all in our school community.

All children at Manor Park demonstrate a Love for each other in our wonderful and diverse community, in which differences are celebrated and mutual love and respect is embedded and modelled by all.

All children at Manor Park demonstrate a love for learning through a rich curriculum which rigorously embeds core skills. Our expert staff open doors to opportunities and choices which enable children to apply these skills in rich, varied and challenging context - achieve highly.

Living out our mission daily, embedded within our belief “that with God everything is possible” we work towards our



VISION

We, together, create a beautiful garden where each special seed is cared for with love and has the time to learn and grow, blossoming into a unique and precious flower. Each flower is rooted deeply in the strong values of God’s rich earth providing shelter for others around them. Each flower reaches upward towards the light and follows their dreams. They embrace each opportunity and burst forth with colour spreading happiness to those around them.

Job description

Job title:	Classroom Teaching Assistant
Job ref:	XS 10.4
School:	XS 10.4 Dorset Grade 5 / XS 10.4s Dorset Grade 6 (Special School or Specialist
Grade:	
Reports to:	Unit only) Head of SEN / SEN Co-ordinator (SENCO) / Head of Learning Resource Base / Principal or Supervisory TA / Class Teacher

Main job purpose

Responsible for working across a varied range of responsibilities.

The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

To assist the Headteacher/SENCO to promote pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.

There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with disability, learning difficulties or behavioural problems. This may include pupils with a high learning ability ('gifted/talented').

Main responsibilities and duties

- To support the teaching and learning processes.
- To assist the SENCO/Principal TA (PTA) in developing, implementing and managing individual/group pupil learning strategies aimed at the
 - Management of pupil behaviour
 - Establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
 - Continuous review and development of the postholder's professional practice
 - Inclusivity of pupils with identified SEN needs

Under the guidance of direction of the teacher/SENCO/PTA:

- Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
- Teaching support is delivered individually and in groups through a range of tasks, mainly:
- Supporting and directing literacy and numeracy tasks, clarifying and explaining instructions
- Focus support in areas needing improvement both academic and social.
- To support the use of ICT in the classroom and work with and support pupils to ensure they are able to use ICT and other specialist equipment to enhance their learning.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Undertake learning activities with pupils of varying abilities to ensure differentiation and access to the curriculum.



Job description

- Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the assessment of pupils' learning, in particular with regard to Literacy, Numeracy, Science and ICT skills.
- Contribute to the implementation of the National and/or Foundation Curriculum and specific individual pupil targets and/or group targets.
- To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
- Assist in the development, monitoring and evaluation of programmes of work
- To upkeep data files, catalogue resources, maintain inventories, photocopy, record TV programmes and use I.T. systems for administration and educational purposes.
- Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- Assist in the preparation, organisation and maintenance of classrooms and their equipment, including assistance with and creation of displays, make basic visual aids, art and craft materials, mount and display pupils' work.
- Assist teachers in timetabling of lessons and curriculum as required.
- Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
- Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement
- Contribute to the process of school self review
- To liaise with parents and other professional agencies in support of pupil's needs.
- To provide care and supervision of pupils within the classroom, within the school and outside of the school.
- Supervise pupils using cloakrooms, showers and toilet facilities. Supervise pupils in playgrounds and when entering and leaving using school transport
- Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
- Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment. This may include providing some direct personal care, support and assistance to the pupil in respect of toileting, eating, mobility and dispensing medication.
- To assume sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
- Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils
- Where a current First Aid qualification is held, in the absence of other medical facilities:
 - Maintain First Aid equipment and materials and dispense medicines in accordance with school policy.



- Undertake First Aid
- Under the direction of Health Service professionals, undertake activities in support of occupational, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To undertake a key worker role when required.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- Monitor and support pupils/students/volunteers placed within the school on work experience programmes.
- To assist in the supervision of Standard Assessment Tasks and tests / assessments as directed
- To assist in the preparation and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance in maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities
- To undertake continuous professional development
- Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

Knowledge & skills

- Experience of working with children in an educational setting is essential.
- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the Foundation and National Curriculum and School's procedures and policies.
- Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.
- Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training e.g. signing, to meet additional educational and communication needs.
- A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.
- Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.
- Knowledge of legislation and regulations applicable to the support and care of pupils.
- They must have achieved a qualification in English/literacy and mathematics/numeracy, and ideally be working towards Level 3 of the National Qualifications Framework



Job description

- A qualification for the post would be working towards NVQ 3/ BTEC in Learning Support or equivalent occupational national standard for teaching assistants.

Supervision & management

Typically there will be supervision available from the classroom teacher on a daily basis and regularly within the day. Additional support may be provided by the SENCO/PTA or Supervisory TA within the team. The postholder may be required to support the induction and further training of classroom TAs.

Problem Solving and creativity

On a daily basis, within prescribed school guidelines and under the direction of the teacher, develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education. For example, a reward system appropriate to an individual pupil.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

Key contacts & relationships

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide daily support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

There will be regular contact with the Headteacher, relating to on-site supervision of TAs, deployment and cover arrangements.

Decision making

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.



Job description

Decisions are made on the day to day deployment of TA staff and resources, under the overall direction of teaching staff.

Resources

Books, stationery, writing equipment

ICT and AVA equipment

Working environment

The range of areas, number of classrooms/halls etc will depend on the particular school.

Most of the working day is spent standing, with periods of crouching / bending to engage pupils in activities.

Occasionally, substantial physical effort may be required in providing assistance to pupils with significant physical disability. There may be an occasional need to physically lift pupils such as for safety or care needs and occasional unpleasant conditions relating to pupils' personal hygiene needs.

There are often physical risks associated with intervention in incidents of challenging behaviour, including aggression, which are encountered with pupils.

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment and in the case of special schools additionally plus hoists, wheelchairs and minibuses.

While the level of pupil needs will vary from time to time, the job holder will be predominantly working with pupils who are especially difficult to engage in activities, may present more frequent behavioural problems and where the attention span presents greater challenges and a need for high levels of patience to attain pupils' individual targets.

Progression in Post (if applicable)

Grade 6 will be payable where the postholder works, for the majority of their role, in a Special School or designated Special Unit or Base and;

- Support pupils with complex and unpredictable needs, requiring greater levels of problem solving and creativity.
- The need to apply creativity and innovation to new and challenging situations when interacting with pupils.

Approval			
Prepared by	Chris Matthews	Date	16 December 2004
Designation	Pay and Reward Manager		



Person Specification - Teaching Assistant

Qualifications and Training	Essentials	Desirable
An education standard equating to GCSE Grade C in English, Mathematics and Science or equivalent NVQ Level 3	✓	
Evidence of recent professional development in the teaching and support of the Early Years curriculum including a relevant qualification example Level 3 Early Years Education and Childcare		✓
Experience and Skills		
Be experienced in working within a school setting or in an Early Years Provision	✓	
Have a good understanding of how to support pupils	✓	
Ability to develop and maintain effective records	✓	
Experience of developing and implementing IEPs		✓
Knowledge and Understanding		
Up to date knowledge and understanding of the EYFS and/or primary curriculum	✓	
Willingness to keep up to date with educational thinking and knowledge	✓	
An understanding of therapeutic behaviour strategies		✓
An understanding and experience of Speech and Language interventions		✓
Planning and Assessment		
Knowledge and experience of following teacher's plans	✓	
Knowledge and experience of the principles of assessment for children		✓
Working with People		
Ability to communicate effectively both written and verbal	✓	
Experience of and commitment to working as a member of a team	✓	
Ability to establish positive relationships with the school and wider community		✓
Key Skills, Qualities and Attributes		
High expectations and a commitment to raising standards of attainment, including for children from socially disadvantaged areas	✓	
Commitment to equal opportunities	✓	

Resilient, cheerful under pressure	✓	
Innovative self starter and able to work independently	✓	
Good organisational skills	✓	
Ability to manage time effectively and prioritise duties	✓	
Adaptability to changing circumstances and ideas	✓	
Ability in the use of ICT as an educational tool		✓
Ability to form and maintain appropriate relationships and personal boundaries with children in accordance with safeguarding practice	✓	

How to Apply

Your completed application form must be submitted online through Dorset Council. All applicants are required to complete the Dorset Council application form. We do not accept CVs in place of an application form.

Your supporting statement should detail your motivation for applying for this position. Decisions regarding the short-list will be made with reference to the person specification.

Visits

Visits to the school are usually warmly welcomed and encouraged.

Our website has a wealth of information about our school which can be accessed at www.manorpark.dorset.sch.uk

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