



Ted
Wragg MULTI-ACADEMY **Trust**

SEND Teaching Assistant Appointment



Whipton Barton Federation

Letter from the Headteacher

Dear applicant

I would like to thank you for your interest in the position of SEND Teaching Assistant.

We are looking to appoint two SEND Teaching Assistants to work under the instruction and guidance of the SENDCo to undertake programmes designed with the SENDCo and class teacher to enable pupils with SEND access to learning. We have a very effective team of SEND teaching assistants supporting a range of children across the federation. We do not operate a 1:1 model of SEND support. Our SEND TAs not only support individuals and groups of children but also use their expertise to support teachers too.

In January 2022 we will one of only nine Devon schools to be selected to set up a resource base for children with communication and difficulties. This reflects both our commitment to inclusion and the quality of support we currently provide.

For the successful candidates, we can offer a dynamic working environment, excellent training, wide ranging career development opportunities and a real opportunity to make a difference to the lives of our pupils. We also pride ourselves on our welcoming and inclusive ethos.

We are proud to be a member of the Ted Wragg Multi Academy Trust and its reputation for successful school improvement. The trust is committed to further improve standards of education for all children no matter what their starting point or their background. The Trust board is highly ambitious and committed and we are looking for individuals who share the same values.

Please download an application pack from our website www.whiptonbarton.org In your supporting statement, we would like you to draw on the job description below but also flag up any specific areas of SEND expertise or experience you have. For more details or enquiries please contact Andrea Gambie on recruitment@whiptonbarton.org.

The closing date for applications is midday on Friday 14th May and applications should be submitted to recruitment@whiptonbarton.org by the deadline.

We look forward to receiving your application.

Best wishes



Gary Read

Headteacher

TRANSFORMING LIVES THROUGH LEARNING

Ted Wragg Multi Academy Trust



1938 - 2005

Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about education in general, and Exeter in particular, and about how education can transform young people's futures.

The Trust shares Ted Wragg's passion for education and the difference it can make to social mobility, progression, self-esteem and ultimately success, in an increasingly competitive education and jobs market.

The Ted Wragg Multi Academy Trust's ambition is to raise the aspirations of young people and enable them to become fulfilled, life ready, confident and motivated citizens, able to contribute actively to a democratic society. All pupils within the Ted Wragg Multi Academy Trust, regardless of social or cultural background, are motivated to succeed and make outstanding progress because their needs are met through creative, relevant and innovative provision.

THE AIMS OF THE TED WRAGG TRUST ARE TO:

- Work in genuine partnership to strengthen schools and their communities.
- Foster a culture of positive challenge and continual school improvement.
- Provide a common sense of purpose with a focus on outstanding teaching and learning.
- Offer an excellent educational experience so that every pupil fulfils their potential.
- Encourage a rich, dynamic and purposeful range of learning opportunities for all pupils.
- Develop life-enhancing values so that pupils leave school with a sense of self-worth and determination to succeed.

The Ted Wragg Multi Academy Trust currently has eleven school members, Isca Academy, St James School, the Cranbrook Education Campus, St Luke's Church of England School, West Exe School, Exwick Heights Primary School, Whipton Barton Federation and Queen Elizabeths School in Greater Exeter and Marine Academy Plymouth, Marine Academy Primary and All Saints Academy in Plymouth plus a new Exeter Creative School which is shortly commencing construction. We have trustees from the University of Exeter and Exeter College, as well as from local businesses.

The key aspect that makes our Trust exceptional, is that with the 'Members' we have an inspirational progression route from an Outstanding Primary, through an Outstanding FE College, to a world-class, Russell Group University.

Website: <http://www.tedwraggtrust.co.uk>

Job Description

TITLE	SEND Teaching Assistant (Level 2)
LINE MANAGER	SENDCo
GRADE	C

PURPOSE OF JOB

To work under the instruction guidance of SENDCo to undertake programmes designed with the SENDCo and class teacher to enable pupils with SEND access to learning. Work may be carried out in the classroom or may regularly take place outside the main teaching area.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

SUPERVISION ARRANGEMENTS

To work under the supervision of the class teacher, assistant SENDCo or SENDCo. Work will take place both within and outside the classroom with individuals and groups of children.

MAJOR RESPONSIBILITIES

To work under instruction/guidance to enable access to learning by:

- Attending to the welfare and personal care of pupils particularly those with special educational needs or disabilities
- Delivering pre-determined learning/care/support programmes
- Implementing literacy/numeracy and other agreed programmes
- Assisting with the planning cycle for groups and individual pupils
- Undertaking general clerical/administrative support for the teacher/SENDCo

DUTIES

Support the teacher by:

- Creating and maintaining a purposeful, orderly and supportive environment, in accordance with lesson plans
- Assisting with the display of pupils work
- Using strategies, in liaison with the teacher, to support pupils to achieve learning goals
- Assisting with the planning of learning activities on a regular basis
- Monitoring pupils responses to learning activities and accurately recording achievement/progress as directed
- Providing detailed and regular feedback to teachers on pupils' achievement, progress, problems etc.
- Promoting good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encouraging pupils to take responsibility for their own behaviour
- Establishing constructive relationships with parents/carers and where appropriate participating in feedback sessions with parents alongside the teacher
- Administering routine tests, invigilating exams and undertaking routine marking of pupils work
- Providing clerical/administrative support e.g. photocopying, typing, filing, money, administration of course work etc.

Supporting pupils by:

- Supervising and providing particular support for pupils, particularly those with special needs, ensuring their safety and access to learning activities
- Assisting with the development and implementation of School DAFs and Behaviour Care Plans
- Under the direction of the SENDCo and using a developing knowledge of SEND skills:
- Complete in-class observations and assessments
- Help to develop individual and group learning programmes to respond to current and future needs
- Monitor and contribute to the evaluation the success of School DAF and EHCPs for children at SEND support or EHCP
- Keep accurate notes on progress and concerns to be used as evidence for the review process and statutory assessment as appropriate
- To inform on SENDCo and teacher about individual children's progress
- Liaise with the SENDCo regarding the progress and future needs of children with SEND
- Create a positive working relationship and environment conducive to effective learning for children with SEND
- Attend and contribute meetings within federation as required
- Contribute to the overall ethos of the federation acting as a role model and setting high expectations.
- Participate in training, other learning activities and performance development as required
- Use specialist skills and training to encourage children with SEND to benefit from the planned learning activities, including modifying the class teacher's planned activities to meet the needs of specific pupils
- Provide positive and supportive feedback to pupils and parents
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, confidentiality and data protection
- Establishing constructive relationships with pupils and interacting with them according to individual needs
- Promoting the inclusion and acceptance of all pupils
- Encouraging pupils to interact with others and to engage in activities led by the teacher
- Setting challenging and demanding expectations and promoting self-esteem and independence
- Providing feedback to pupils in relation to progress and achievement under the guidance of the teacher

Support the curriculum by:

- Undertaking structured and agreed learning activities/teaching programmes and adjusting activities according to pupil responses
- Undertaking programmes linked to local and national learning strategies e.g. literacy, numeracy, early years, recording achievement and progress and feeding back to the teacher/SENDCo
- Supporting the use of ICT in learning activities and developing pupils competence and independence in its use
- Preparing, maintaining and using equipment/resources required to meet the lesson plans/relevant learning activity and assisting pupils in their use

Support the federation by:

- Being aware of and complying with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, and reporting all concerns to an appropriate person
- Being aware of and supporting difference and ensuring all pupils have equal access to opportunities to learn and develop
- Contributing to the overall ethos/work/aims of the federation
- Appreciating and supporting the role of other professionals
- Attending relevant meetings as required
- Participating in training and other learning activities and performance development as required
- Assisting with the supervision of pupils out of lesson times, including before and after federation and at lunchtimes as required

- Accompanying teaching staff and pupils on visits, trips and out of school activities as required and taking responsibility for a group under the supervision of the teacher

Date:

Signatures: Manager..... Post holder.....

Person Specification

SEND Teaching Assistant

TITLE SEND Teaching Assistant (**Level 2**)
LINE MANAGER SENDCo
GRADE C

Category	Requirements	Essential/ Desirable	Method of Assessment ¹
Education/ Training	<p>Good numeracy/literacy skills</p> <p>Requirement to participate in training/development as/when identified by line manager as essential for performance of the post</p> <p>Willingness to participate in other development and training opportunities</p> <p>Completion of DCC TA Induction Programme or similar school-based induction, or (if not completed) a requirement to do so, ideally within first 6 months of appointment</p> <p>NVQ 2 for Teaching Assistants or equivalent qualifications/experience</p> <p>Training in the relevant learning strategies e.g. literacy, SEND support</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Desirable</p> <p>Desirable</p>	<p>A</p> <p>A, I</p> <p>A, I</p> <p>A, I</p> <p>A</p> <p>A, I</p>
Experience	Working with or caring for children of relevant age, with SEND or completion of the DCC TA Access Course	Essential	A, I
Knowledge	<p>Basic understanding of child development and learning</p> <p>Understanding of relevant policies/codes of practice and awareness of relevant legislation</p> <p>General understanding of national/foundation stage curriculum and other basic learning programmes</p>	<p>Essential</p> <p>Desirable</p> <p>Desirable</p>	<p>A, I</p> <p>A, I</p> <p>A, I</p>
Skills/Abilities	<p>Ability to effectively use ICT to support learning, or to undertake training to do so.</p> <p>Ability to use other technology to support learning – e.g. video, photocopier etc.</p> <p>Ability to self-evaluate learning needs and actively seek learning opportunities</p>	<p>Essential</p> <p>Essential</p> <p>Essential</p>	<p>A, I</p> <p>A, I</p> <p>I</p> <p>I</p>

¹ Interview, written test, practical test, work sample, reference check, etc.

	Ability to relate well to children and adults	Essential	
	Ability to fulfil all spoken aspects of the role with confidence and fluency in English.	Essential	A, I
	Ability to work constructively as part of a team, to understand classroom roles and responsibilities and own position within those	Essential	A, I

Key to Evidence:

A – Application Form & Letter

C - Certificates

I - Interview

R – Reference