

BROOKLANDS PRIMARY SCHOOL
Woodbourne Road
Sale
MANCHESTER M33 3SY
Telephone: 0161 973 3758
Email: secretary@brooklands.trafford.sch.uk
Head Teacher: Matthew Copping

Teaching Assistant Level 1 - SEN

Role: 1:1 SEN TA supporting an autistic pupil in Early Years

Band 3 Point 6 - 11 (£19,171 - £21,166) p.a. pro rata Actual Salary £15,397 - £16,999

Role is linked to the child – Should the child leave the contract will be terminated

Term Time plus training days

Contracted Hours: Mon/ Wed/ Thurs/ Fri - 8.30 – 15:30 – Tues – 8:30 -17:00 (30 minutes for Lunch)

We wish to appoint an outstanding Teaching Assistant, who has experience of working with autistic children. The ideal candidate will be passionate about ensuring that SEND pupils make excellent progress both academically and pastorally. The role will involve supporting an autistic pupil, who has limited social communication skills, through supporting them individually, in pairs and in groups. The ideal candidate will possess an excellent knowledge of a range of strategies to develop an autistic pupil's communication and interaction skills, as well as an understanding of how to engage them in the learning taking place in the classroom.

The successful candidate will possess the following qualities, skills and experience:

- Enjoys working with children
- Knowledge and understanding of Autism
- Be willing to learn and attend training when available
- Be creative, proactive and solution focused
- Experience of working with SEND pupils, involving planning, delivering and reviewing interventions leading to pupils achieving excellent outcomes
- Have high expectations of all children's attainment and behaviour
- Hardworking and a team player, who can work on their initiative
- Be enthusiastic and positive
- Effective communicator who can establish and maintain effective relationships with staff, pupils and their carers
- Flexible and willingness to immerse yourself in the school community, e.g. supporting school events

Brooklands Primary School offers:

- A welcoming and friendly atmosphere
- Support from the SENCo
- A thorough induction to ensure that you excel in your new role
- An approachable, creative and innovative leadership team
- Supportive Teachers who work collaboratively with Teaching Assistants
- Highly motivated pupils who enjoy coming to school
- Excellent professional development opportunities, including a weekly training session

Brooklands Primary is committed to safeguarding, to promoting the welfare of our children and adhering to the Equality Act 2010. The successful candidate will be required to undertake an enhanced Disclosure and Barring Service check. To comply with the Asylum and Immigration Act 1996 all prospective employees will be required to supply evidence of eligibility to work in the UK. This commitment is reflected in our Safer Recruitment

processes. These posts are subject to enhanced DBS disclosures.

For more details please contact the Headteacher – Matthew Copping. . If you think Brooklands Primary School is the right school for you, please complete the application form alongside this advertisement, visit our website or contact us via email - secretary@brooklands.trafford.sch.uk
Completed application forms should be sent via email to secretary@brooklands.trafford.sch.uk

Closing date: Fri 10th May at 12:00 noon

Shortlisting: Mon 13th May

Interviews: Tues 21st May in the morning

See Job Description below:-

TEACHING ASSISTANT 1 (post PARIS)

JOB TITLE: TA1: **SALARY RANGE:** Band 1

TA1 SEN: SALARY RANGE: Band 3 (points 6-11)

HOURS: Full time = 36.25 per week for a 39 week working year

Teaching Assistants are paid term time only and a fraction of 447/522 (less than 5 years service) or 457/522 (more than five years service) is applied to the all year annual salary rate to provide the term time salary.

NJC LEVEL 1 - To work under the direct instruction of teaching/senior staff, usually in the classroom with the teacher, to support access to learning for pupils and provide general support to the teacher in the management of pupils and the classroom.

SUPPORT FOR PUPILS

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| <ul style="list-style-type: none">• Attend to the pupils' personal needs, and implement related personal programmes, including social, health, and physical;• Hygiene, first aid and welfare matters;• Supervise and support pupils ensuring their safety and access to learning;• Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs;• Promote the inclusion and acceptance of all pupils;• Encourage pupils to interact with others and engage in activities led by the teacher;• Encourage pupils to act independently as appropriate. |
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SUPPORT FOR THE TEACHER

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| <ul style="list-style-type: none">• Prepare classroom, as directed, for lessons and clear afterwards and assist with the display of pupils work;• Be aware of pupil problems/progress/achievements and report to the teacher as agreed;• Undertake pupil record keeping as requested;• Support the teacher in managing pupil behaviour, reporting difficulties as appropriate;• Gather/report information from/to parents/carers as directed;• Provide clerical/administrative support e.g. photocopying, typing, filing, collecting money etc. |
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SUPPORT FOR THE CURRICULUM

- Support pupils to understand instructions;
- Support pupils in respect of local and national learning strategies e.g. literacy; numeracy, KS3, early years, as directed by the teacher;
- Support pupils in using basic ICT as directed;
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use.

SUPPORT FOR THE SCHOOL

- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the school;
- Appreciate and support the role of other professionals;
- Attend relevant meetings as required;
- Participate in training and other learning activities and performance development as required;
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes;
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.

Experience	Working with or caring for children of relevant age.
Examples of recommended qualifications, knowledge and training requirements	<ul style="list-style-type: none"> • Good numeracy/literacy skills; • Completion of DfES Teacher Assistant Induction Programme; • Participate in development and training opportunities; • To have attended basic TA training at a college of further education (e.g. NCFE level 1 Training) and be working towards NVQ2 or similar qualifications (e.g. CACHE level 2); • From September 2010 - L2 Award in Support Work in Schools
Knowledge/Skills	<ul style="list-style-type: none"> • Appropriate knowledge of first aid; • Use basic technology – computer, video, and photocopier; • Ability to relate well to children and adults; • Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these; • To be aware of all school policies and procedures; • To have some knowledge of NC requirements, especially literacy, numeracy and PSHE (e.g. ELS/ ALS/ FLS/ LPU/ Springboard).

SEN PAY BAND

Teaching Assistants paid on the SEN Pay bands can also be asked to undertake any or all of the following:

- Dealing with complex behaviour/emotional needs;
- Dealing with complex physical, health care and personal needs, including moving and handling and competence training for carrying out medical procedures for individual children;
- Support complex sensory needs;
- Attend appropriate in service training as required to address the complex needs of the pupils;
- Communicate with parents/cares and other professionals around complex issues/needs;
- Be aware that the job may require TAs to work in difficult and challenging conditions arising from anti-social, difficult behaviour or medical conditions.

Training

There is an expectation that schools will arrange for TAs to have access to a range of training appropriate to their role.