



Co-op Academy
Delius

Exciting opportunity for Special Needs Teaching Assistants!

Permanent, Fixed Term and Maternity Cover positions available.

Starting Salary: Band 5 SCP 4 – 6

Depending on experience

(All successful candidates on permanent contracts will have an initial induction period).

To meet the increasing demand for SEND provision within Bradford, Co-op Academy Delius are looking for motivated and enthusiastic SNTAs to join our team.

All applicants must be willing to work at either site of our Delius sites, BD3 and BD7.

Co-op Academy Delius is a high achieving friendly academy for pupils from 2-11 years with a range of complex educational and medical needs. More details about the school are available at: <https://delius.coopacademies.co.uk/> Co-op Academy Delius is committed to the safeguarding and welfare of children, we expect employees to share, practice and promote this commitment. Before commencing employment at the academy the successful candidate must have good references and an enhanced check with the Disclosure and Barring Service and a medical declaration.

“Co-op Academies Trust, as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf”.

This role is customer facing and therefore in line with the Immigration Act 2016; all applicants must be able to demonstrate fluency of the English Language to the level defined in the job description.

Candidates invited for interview will be expected to complete several tasks; be observed in the classroom and be interviewed, in order to recruit staff of the highest professional quality.

Interested candidates are requested to request an application form from: katy.whitehead@coopacademies.co.uk

Interviews to be conducted keeping in line with COVID-19 regulations.

Closing date: 07/12/2020

Interview date: 15/12/2020



Co-op Academy
Delius

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Outline Job Description

POST TITLE:	SPECIAL NEEDS TEACHING ASSISTANT
POST REF:	
GRADE:	BAND 5, SCP'S 4 - 6

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the Academy to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be considered when the post is reviewed.
3. This Academy is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Co-op Academy Trust Services.
4. This Academy is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

To complement, appreciate and support the role of teachers and other professionals by undertaking work/care/support programmes (including feeding, hygiene, health, therapy, physical and behavioural) which enables access to learning in the community as part of a teacher planned approach.

To support the class teacher in the management of pupils in the classroom, and elsewhere, throughout the Academy day, and other senior staff on a range of teaching and learning experiences which deliver an appropriately differentiated and suitably challenging creative curriculum for all pupils whilst meeting statutory requirements.

Work within Academy policies and procedures under the direction and guidance of senior staff and within an agreed system of supervision.

May be required to work with pupils of any age within the age-range of the Academy.

May be required to work with pupils with the full range of SEND within the Academy.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will assist in maintaining the good discipline of pupils throughout the Academy and be expected to use good common sense, as well as use initiative in all matters relating to the conduct and behaviour of individual pupils, groups of pupils and whole classes, the safety, mobility (if required), hygiene and well being of the pupils; making decisions within established working practices and procedures.

- Will recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with the relevant Academy policy and procedures and promote Fundamental British Values supporting pupils to be prepared for life in modern Britain.
- Will deal with any issues, immediate problems or emergencies that arise in line with Academy policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Acting as a role model, will establish productive and constructive working relationships with pupils, setting high expectations, motivating and interacting with them, being aware of their individual needs, supporting difference and ensuring all pupils have equal access to opportunities to learn and develop whilst responding appropriately.
- Will have the ability to cope with the requirements of the post, which may include working with pupils who have emotional/behavioural/physical/learning/medical difficulties/disabilities.
- Will contribute to the overall ethos/work/aims of the Academy.
- Will appreciate and support the role of other professionals.
- Be vigilant and sensitive to any child protection/safeguarding concerns that arise, reporting any concerns to the designated officer in line with Academy's policy's and procedures. Safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.

RESPONSIBILITIES:

- Assist in the management of pupils in the learning environment.
- Assist in the planning of learning activities.
- Assist in the assessment of pupil progress.
- Undertake structured and agreed learning activities/teaching programmes appropriate to the pupil's needs to ensure physical, social, emotional and intellectual development, taking into account diversity e.g. language, culture, ability, race and religion.
- Will supervise and support pupils consistently at all times including those with special needs; recognising and responding to their individual needs whilst ensuring their safety and education in the learning environment.
- Assist with the development and implementation of Individual Education Plans and Personal Care/Behaviour Programmes, etc ; attending to the pupils' personal needs and maintaining related personal programmes with the correct use of care materials including the safety and wellbeing of the pupils, therapy and medical intervention needs of the pupil and first aid, paying attention to social, health, physical and welfare matters as well as high standards of cleanliness and hygiene e.g. washing, dressing, toileting, feeding and, if applicable, mobility.
- For posts working with pupils who are physically less able, it may be necessary to be able to physically assist the pupil in line with Academy policies and good practice.
- Will occasionally be required to supervise the class for brief periods during a morning or afternoon session where the classroom teacher is not available.
- Promote and reinforce the inclusion, acceptance and integration of all pupils, including those with specific and special needs and those from different cultures and/or with a different first language as appropriate.
- Set challenging and demanding expectations whilst promoting self-esteem and encouraging pupils to act independently as appropriate as well as interact and work co-operatively with others and engage in activities

- Will prepare, create and maintain a purposeful, orderly and supportive learning environment to meet the lesson plans. Take responsibility for the care, preparation, maintenance and use of relevant equipment, assisting pupils in its use and clearing/storage afterwards.
- Will be aware of pupil progress, monitor/record pupil responses against pre-determined learning objectives as well as provide accurate, constructive and detailed feedback/reports to the teacher and pupils.
 - Promote positive values, attitudes and good pupil behaviour and encourage pupils to take responsibility for their own actions whilst supporting the teacher in managing this. Deal promptly with conflict and incidents (including those involving restraint) and reporting challenging behaviour where appropriate in line with established policy.
 - Will gather/report information from/to parents/carers as directed, taking into account parental/carer concerns, dealing with them sensitively under the direction of the teacher. Be willing to support Parent evenings and events, Friends of Delius and contribute to Engaging Families
- Will provide clerical/administrative support as directed by the teacher.
- In respect of local and national learning strategies, will support pupils to achieve learning goals e.g. literacy, numeracy, primary, early years as directed by the teacher.
- Will support pupils in the use of ICT in learning activities as directed by the teacher, and develop pupils competence and independence in its use.
- Will participate in own performance development, identify and address any training needs/other learning activities.
- Will assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes, accompanying teaching staff and pupils on visits, trips and out of school activities; taking responsibility for a group under the supervision of the teacher.
- Will assist in the supervision of students on work experience, trainees and voluntary helpers.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- Will have long periods of sitting or standing, and will be required to support pupils in the swimming pool
- Available to work during Academy hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local authority, external providers, Social care, Ofsted, school reviews etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post will include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

FLUENCY DUTY

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the Academies nominated Child Protection Co-ordinator or the Headteacher. To safeguard children and adults, and implement the Safeguarding and Child Protection Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard pupils and adults from extremism. Understand their statutory duty to report safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationship with pupils.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Academies Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
 - Will not require holiday leave during term time.
 - Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E)	DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none">• Experience of working in a team situation.• Experience of working with or caring for children of relevant age e.g. voluntary organisation or parental/caring responsibilities.• Provide evidence of having previously spoken fluently to customers/public/service users at an Intermediate Threshold Level.	<ul style="list-style-type: none">• Working with pupils of relevant age-range• Working with pupils in a schools setting• Working with pupils with SEND
QUALIFICATIONS/TRAINING:	<ul style="list-style-type: none">• GCSE English and Maths or equivalent e.g. Adult Literacy/Numeracy at level 1.• Willingness to participate in further training and development opportunities. i.e. Behaviour Management and physical intervention – Team Teach• communication approaches to access the curriculum.• hoists and physical positioning, moving and handling• therapy and medical interventions, First Aid, NARS etc• specialist feeding techniques	<ul style="list-style-type: none">• Other relevant qualifications relating to the post e.g. Level 2 NVQ in Health/Childcare,• first aid qualification.• Evidence of further training/development• Other relevant training

	<ul style="list-style-type: none"> • Child Protection, safeguarding , including at least Part1 of the current statutory guidance in Keeping children safe in education • Rebound Therapy 	
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • Problem solving skills. • Good communication skills. • Good numeracy/literacy skills. • Basic ICT skills. • An understanding of the needs of a multicultural society. • A willingness to understand the issues relating to pupils who have additional learning needs, more able and special educational needs. • Ability to relate well to pupils and adults. • Ability to work constructively as part of a team. • Ability to remain calm under pressure. • Demonstrate a commitment to working with children of the relevant age and SEND • Demonstrate good co-operative, interpersonal and effective listening skills. • Maintain confidentiality in matters relating to the Academy, its pupils, parents or carers. • Ability to perform all duties and tasks with reasonable adjustments where necessary. • Ability to cope with the requirements of the post, which will include working with pupils who have emotional/behavioural/physical/medical difficulties. • Support Parent events and Engaging Families • Commitment to race, gender, all equalities and social inclusion and willing to promote fundamental British values • Willingness to safeguard children and adults and implement the Child Protection and Safeguarding Policy. Read, understand and follow at least Part 1 of the current statutory guidance in Keeping children safe in education. Undertake the Prevent Duty to safeguard children and adults from extremism. Understand their duty to report 	<ul style="list-style-type: none"> • Possess knowledge of the Academies relevant procedures or practices. • Will have an outline understanding of relevant legislation. • Awareness of child development/child care • Awareness of relevant teaching and learning strategies related to SEND e.g. communication strategies. • Knowledge and commitment to the Academy's Equality policy. • Exercising advisory, guiding, negotiating and persuasive skills at a developed level • Willingness to support Friends of Delius

	<p>safeguarding concerns. Maintain their Position of Trust and not have sexual relations with pupils (Sexual Offences Act 2003) or any other inappropriate relationships with pupils</p> <ul style="list-style-type: none">• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level.	
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