

LEVEL 3 TEACHING ASSISTANT

EXTENDED DEADLINE

LEVEL 3:	Scale point 6, £23,893 FTE £18,031 Actual salary, £12.38/hr
Hours of work:	32.5 hrs/wk, Mon 8.40am-4.30pm, Tue/Wed/Friday 8.40am-3.10pm, Thurs 8.40am-4.20pm
Contract:	Permanent, Term-time + 5 training day
Start date:	ASAP following pre-employment checks

We are pleased to offer the permanent opportunity for a Teaching Assistant L3 role at Cambridge Park Academy. This is an opportunity for an experienced Teaching Assistant to progress and add to their continuous professional development.

We welcome people who are willing to learn, adapt to ever-changing circumstances and have a genuine interest in the needs of children. Candidates with previous relevant experience and knowledge of learning disabilities would have an advantage. You would need to be prepared to work with children of all ages and disabilities.

JOB REQUIREMENTS:

- Supervises and provides specialist support for individuals with SEN, disabilities, personal and health needs, EAL, etc. ensuring their safety and access to learning activities
- Support the academic, social, emotional and development of individuals and groups of learners understanding clearly how children, young people and vulnerable adults with complex and Special Educational Needs learn
- Attend to the pupils' personal care needs, supporting with the use of personal/learning aides
- Supports the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Be aware of pupil problems/progress/achievements and report to the teacher as agreed

THE SUCCESSFUL CANDIDATE WILL HAVE:

- GCSE English and Maths Grade A-C (or equivalent)
- NVQ Level 3 Teaching Assistant qualification or willing to achieve at own cost
- Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities, Safeguarding
- Effective use of ICT to support teaching and learning
- Ability to interact well using courtesy, tact and diplomacy and negotiation skills
- Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.

AS A MEMBER OF HUMBER EDUCATION TRUST, WE OFFER:

- Commitment to securing the very best provision and outcomes for all children.
- A Trust with expertise in every area of the curriculum, both in primary and special settings, through our Teaching & Learning Ambassadors and peer networks.
- Outstanding individually tailored continual professional development for staff at all levels.
- Staff who feel valued and supported in their roles.

- A caring and safe environment where we recognise the diverse needs of our community, ensuring our young people from all backgrounds thrive.
- Ethical working with mutual respect and collaboration.

Visits to our school are welcome by appointment.

If you believe you are the right person for the job then we would love to hear from you.

HOW TO APPLY:

Please [click here](#) to download our Expression of Interest Form. Once complete, please submit it with an optional cover letter to Sue Bates, Office Manager at Cambridge Park Academy. All candidates are advised to refer to the job description and person specification before making an application.

Early application is encouraged. We will review applications throughout the advertising period and therefore reserve the right to close the advert early should sufficient applications be received.

As part of Humber Education Trust's recruitment processes, in accordance with statutory KCSiE guidance, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

Closing date for completed applications: 8am, Wednesday 5 June 2024

Interview date: Friday 14 June 2024

If you have any queries regarding the role or application process, please contact Sue Bates, PA to Principal, at Cambridge Park Academy via Tel: 01472 230110 or email sbates@cambridgepark.het.academy

CONDITIONAL OFFER:

Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

SAFEGUARDING STATEMENT:

Humber Education Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. We particularly welcome applications from underrepresented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

**Cambridge
Park Academy**



Character - Preparation - Achievement



Teaching Assistant L3

Vacancy Information



HumberEducationTrust

Where everybody counts, every moment matters.

We are Humber Education Trust.



Humber Education Trust's vision is to develop a high performing Multi Academy Trust that delivers the very best educational experience for all children and young people.

We will grow, develop, support and improve our schools across the Trust, with a clear focus on raising standards, encouraging innovation and strengthening the ethos of the Trust to ensure that we have a positive impact on all of the children and young people within the Trust.

As a partnership, our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. As a trust, we will drive these aims further and faster for the benefit of our pupils and our communities.

Humber Education Trust is also recognised by the DfE as an Academy Sponsor. This means that through the Trust, we are held accountable for sponsored schools who may join us, to ensure improvement in outcomes and taking responsibility for their performance and financial arrangements.

Humber Education Trust is supported by a strong Trust Board who provide effective support and the challenge required to ensure that we build on our track record of excellence to provide strategic partnerships to improve quality, share best practice and operate effectively and efficiently. We believe passionately that every penny that comes into a

school should be spent on the development and provision of a first-class standard of education for all.

Humber Education Trust is a growing trust of 17 schools (13 primary schools and 4 special schools). We have a strong moral purpose and a determination to provide the best education possible for the children in our care.

- We always put the needs of children first
- We celebrate what joins us and also what makes our schools unique
- We embrace links with other education providers as we seek the best outcomes for children
- We have high aspirations for everyone in the school community
- We personalise the support offered to pupils, staff members and schools alike
- We believe in system leadership
- We are passionate educators of everyone in the school community
- We welcome challenge as this promotes positive change
- We are determined to achieve the best outcomes for every individual
- We are relentless in our pursuit of excellence

Thank you for showing an interest in working within our Trust. I wish you well with your application.



Rachel Wilkes
Chief Executive Officer



Job Description

SCHOOL: Cambridge Park Academy **SCALE POINT:** 6

JOB TITLE: Teaching Assistant Special Schools (L3)

DATE PREPARED: July 2022 **JE NUMBER:** CPA 40

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE:

To work under the instructions and guidance of teaching staff within and outside the classroom to:

- Support the academic, social, emotional and development of individuals and groups of learners understanding clearly how children, young people and vulnerable adults with complex and Special Educational Needs learn
- Provide effective support to maximise the attainment and accelerate the progress of individuals and groups of learners across all phases and stages
- Support the personal, physical, social and mental health needs of learners as per school policies, procedures and individual plans, including attending any and all relevant CPD/training to facilitate this.

PRINCIPAL ACCOUNTABILITIES:

Support for pupils

1	Develops an in depth understanding of the specific differing needs of individual and groups of pupil(s)
2	Takes a lead in the induction of children into specialist units, classes or schools for pupils with special educational needs.
3	Guides, supports and empowers pupils to develop and work towards individual personal care objectives and enhance personal, emotional and social development.
4	Assesses, plans, organises and provides practical assistance in relation to identified physical, personal, health, social and emotional needs e.g. transportation, dressing, meal times, and organisation of learning equipment to support PHSE development to promote independence.
5	Advises and assists all pupils in the proper use of complex personal and learning aides and equipment and to ensure that they are available.
6	Monitors children's and young people's conduct and behaviour throughout the learning process and intervenes to resolve highly complex, difficult or challenging issues using appropriate techniques, skills strategies and sanctions to de-escalate potential serious and demanding situations or resolve conflict with individuals and groups of pupils and establish, maintain or restore a safe and calm atmosphere

Job Description

7	Provides advice, guidance, assistance, information and support to engage all pupils in learning activities to enable informed choices about educational and life opportunities.
8	Organises and supervises individuals and groups of children in dining, playground and circulation areas throughout the day. Ensure that children are engaged in appropriate activity and intervene to maintain behaviour standards and ensure wellbeing, safety and welfare.
9	Provides pastoral care for pupils who are sick.
10	Works with individuals and small groups of pupils to identify choices and options to inform goals and targets that the individual and school can work towards
Support for Teachers	
11	Observes and assesses individuals and groups of pupil's personal, social and learning achievements. Maintains appropriate records, monitor progression and attainment and provides reports and information to inform and support the assessment process.
12	Plans, organises and undertakes routine learning activities with either individuals or groups of pupils to facilitate their physical, personal, emotional, social and educational development.
13	Evaluates individual pupil contribution and provides feedback to the teacher and other colleagues suggesting alternative methods of differentiation that respond to identified needs.
14	Contributes to the planning and development and interpretation of individual personal care programmes to best support the pupil.
Support for the curriculum	
15	Carries out routine administrative tasks i.e. photocopying, basic record keeping, and basic IT skills.
16	Prepares and clears up classroom materials and learning areas ensuring that they are available for use.
17	Presents displays in the allocated learning environment to enhance the learning experience and celebrate the achievements of children and provide information.
18	Participates in the organisation of and supports educational visits and outings to enhance the pupils learning experience.
Support for the school	
19	Organises, maintains and cleans personal care equipment and materials, clothing etc. Maintenance of toiletry supplies.
20	Attends training courses to respond to identified needs, support the school and contribute to ongoing professional development.
21	Attends staff meetings to maintain an awareness and understanding of current issues within the school and to provide and receive information, contribute to and inform discussion.
22	Assists educational and therapeutic professionals in delivering specialist support programmes to support pupils' needs.
GENERAL: The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various work places in the school and before and after the school day.	

Job Description

DIMENSIONS:

1. Responsibility for Staff:

None.

2. Responsibility for Stakeholders/Clients:

Under the direction of the teacher/senior staff responsibility for working with a named individual or identified group of learners, their parents and other staff members, following agreed plans and protocols.

3. Responsibility for Budgets:

None.

4. Responsibility for Physical Resources:

Safe use, moving and storage of all equipment used in the course of the role.

WORKING RELATIONSHIPS:

1. Within Service Area/Section:

Responsible for pupils/students in their daily care, colleagues within the school, parents and governors

2. With Any Other Areas (where applicable)

Educational support staff and educational support services
Other schools within HET and educational establishments

3. With External Bodies to the Academy

Responsible for engaging in training
Public and Health Services
Community Representatives
Local Authority

ORGANISATION CHART:

Headteacher
Deputy Headteacher/Head of School
Assistant Head Teacher/Phase leader
Teachers
Teaching Assistant L3

Job Description

	Not applicable	Low	Moderate	High	Very High	Intense	Supporting Information (if applicable)
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment).			✓				Some pupils may need to be physically restrained for their own and others safety (full training given).
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment).			✓				Possible exposure to violent/aggressive behaviours, which could result in injury (see above).
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.			✓				Occasional rudeness and confrontational behaviour from pupils and very rarely, parents. Some learners may have progressive and terminal conditions

I have read and accept the role of Teaching Assistant L3.

Name:

Signed:

Date:

Job Description

PERSON SPECIFICATION				
The information listed as essential is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References, T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
1.	Qualifications:			
	GCSE English and maths Grade A-C (or equivalent – e.g. Certificate in Adult Literacy / Numeracy Level 2) or willing to undertake	✓		AF
	NVQ Level 3 Teaching Assistant Qualification or willing to undertake	✓		AF
	Safeguarding Level 1		✓	AF
	First Aid / Paediatric First Aid		✓	AF
	Bespoke training relevant to role, including First Aid, Speech and Language, TOTT		✓	AF
2.	Relevant Experience:			
	Experience of working with or caring for children, young people and/or vulnerable adults	✓		AF
	Experience of working with and supporting children, young people and/or vulnerable adults in a learning environment who have SEN, in particular Learning Disabilities	✓		AF/R
	Assisting teachers in accurately assessing the performance of pupils and providing appropriate feedback to the teacher		✓	R/I
	Experience of establishing constructive relationships and communication with pupils, parents and staff, agencies and professionals		✓	AF
	Experience of assisting in the maintenance of pupils' records		✓	R/I
	Involvement in teaching of phonics and other learning programmes in whole class and small group activities		✓	AF
	Effective use of ICT to support teaching and learning	✓		R/I
	Led out of school learning / activities		✓	AF
	Delivered intervention with positive measurable impact	✓		R/I
3.	Skills (including thinking challenge/mental demands):			
	Ability to be flexible to adapt to changing workload demands and new school challenges	✓		R/I
	Motivation to work with children, young people and/or vulnerable adults	✓		R/I
	Competent ICT skills	✓		R/I
	Ability to form and maintain appropriate relationships and personal boundaries with children, young people and/or vulnerable adults	✓		R/I
4.	Knowledge:			
	Understanding of child development and how children learn	✓		R/I
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓		R/I
	Understanding of National Curriculum, EYFS Guidance and other codes of practice e.g. SEN, Equalities	✓		R/I
	Sound knowledge of phonics and guided reading within school in order to raise attainment in reading		✓	R/I

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	A knowledge of SEN and autism specific strategies, including PECS, TEACCH, Intensive Interaction		✓	AF, R/I
	Working knowledge of ICT including use of iPads, Microsoft Office and email	✓		R/I
	Knowledge of Health and Safety requirements	✓		I
5.	Interpersonal/Communication Skills:			
	Verbal Skills			
	Relates well to children, young people and/or vulnerable adults by recognising age / stage of development and individual needs	✓		R/I
	Ability to interact well using courtesy, tact and diplomacy and negotiation skills	✓		R/I
	Ability to establish professional, effective working relationships with a range of partners/colleagues and children and young people.	✓		R/I
	Speaks clearly and accurately using grammatically correct spoken English	✓		R/I
	Ability to work constructively and proactively as part of a team, understands classroom roles and working within this position as part of a team	✓		R/I
	Effective communication skills to model good practice for pupils and stakeholders	✓		R/I
	Written Skills			
	Highly competent written skills, including spelling and grammar, including use of ICT	✓		AF
The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.				
6	Additional Requirements:			
	Maintains high levels of confidentiality at all times	✓		R/I
	Makes a commitment to the wider life of the school	✓		R/I
	Ability to present a smart professional image in line with the Dress Code of the School	✓		R/I
	Engage in additional training and development including being proactive in identifying own development needs	✓		AF
	Self-motivation and personal drive to complete tasks to the required time scales and quality standards	✓		AF
	Strives for excellence and ways to improve their own performance and the performance of the school	✓		AF
7.	Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the academy obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service.	✓		DBS Disclosure



Vision & Values

We are Humber Education Trust.

Our strength lies in a common purpose: high aspirations, moral values, care and support; yet celebrates our individual uniqueness. This is inclusion in its truest sense. We recognise that as every child needs different things to achieve the same end point, their full potential, so too do the schools that nurture and develop those children.

One size does not fit all.

Our commitment stretches across the breadth of our community with children firmly at the heart of all that we do. We are outward looking, embracing links with other education providers and agencies as we all seek the best outcomes for children.

We believe in innovative staff development opportunities at all levels, so that our teams enable our pupils and families to shine. We are passionate educators, both of ourselves and of others, prioritising resources to have the greatest impact, every minute of every day, on the children we serve.

We welcome challenge as this promotes positive change. Our determination to achieve the best outcomes for every individual means that we are relentless in our pursuit of excellence.

Only the best is good enough.

This is us. Humber Education Trust.



Humber Education Trust
Where everybody counts, every moment matters.



Work for

Humber Education Trust

We value our employees

The following **benefits** are available to employees within our academies:

Financial

- Competitive Salary
- Teacher's Pension & Local Government Pension Scheme
- Occupational Sick Pay

Family Friendly

- Maternity, paternity and adoption leave
- Parental and dependent care leave
- Flexible working

Employee Benefits - Permanent Contracted Employees & Fixed Term

- Staff Wellbeing EAP - 24/7 Confidential counselling service
- Integrated GP service
- Physiotherapy
- SAS Gym and 12 week weight management programme
- Preparing parents programme
- Financial wellbeing support
- Discounts on high street brands and stores via online discount platform
- 20% Discounted Gym Membership - Hull City Council Leisure

Professional Development

- Continuous Professional Development for All Staff
- Access to Middle and Senior Leadership Courses
- Supportive staff, committed to improvement, who will work with you to achieve your goals

*The opportunity to **make a real difference** to the lives of our students*