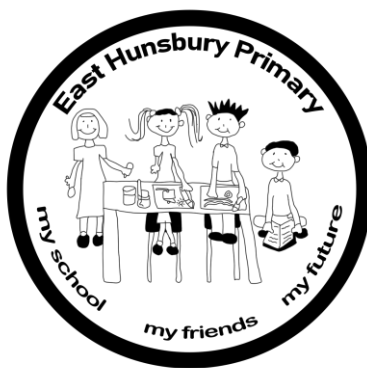


East Hunsbury Primary School



Specialist Unit Teaching Assistant

A Welcome from the Headteacher

My name is Kat Pennington and I am delighted and proud to be the Headteacher of East Hunsbury Primary School. We are a two-form entry school with the most amazing 50-place Specialist Unit for pupils with Significant Learning Difficulties.

East Hunsbury Primary School (EHPS) is a truly BRILLIANT school. It is family-centred, ambitious and forward-thinking school that is not only inclusive and welcoming but we are a school with the highest of standards and expectations.

Feeling brilliant is really important to us. We want our children to realise how incredibly brilliant they are and we want our teachers to get the professional development and support that they need to do a brilliant job in the classroom. We understand that considering workload, health and happiness is all part of that.

We are a family here at EHPS and are proud of our community because it is a community in which, everyone feels confident, represented, valued. It is a community where everyone has a voice and is encouraged to contribute. It is a community in which parents are invited to work in partnership with us and one where diversity is embraced and celebrated. A community in which we all learn, laugh and celebrate together.

At EHPS, we put children at the heart of everything we do and every decision we make because we know just how much a child can achieve and understand that it is our job to ensure that they do. We want to foster an enthusiasm for learning that remains throughout life while equipping our pupils with the physical, emotional, social and intellectual skills they need to be happy and successful.

At EHPS, we are kind and behaviour is exemplary. We are committed to safeguarding all of our pupils. We want our teachers to love their job, feel fulfilled and supported. Staff wellbeing is very important to us and we pride ourselves on being a staff that cares, listens to one another, works together and one that creates a vibrant professional learning culture.

If you are still reading this then you are likely to be interested in the job that we are advertising (**great!**).

If you would like more information about our brilliant school then please check out our website: <https://easthunsburyprimary.org.uk> and Facebook page <https://www.facebook.com/EastHunsburyPrimarySchool/>.

Or, call the school office as we will be more than happy to help and answer any questions that you may have. Alternatively, you can book to come and visit us!

If you want to work at a school that values kindness, is committed to both brilliance and enjoyment, one that prioritises staff development and places children at the centre of **everything** – then East Hunsbury Primary School could just be the place for you. Come and see!

#WeareEastHunsburyPrimary
#WeareBrilliant

With best wishes,

Kathryn Pennington



Job Description: Teaching Assistants Level 2 (SEN)

Job title:	Teaching Assistant Level 2 SEN
Salary:	Grade E Point 4-5 - £24,404 - £24,790 full time equivalent (paid pro-rata)
Hours post	33.75 hours per week Term time only - 8.30am - 3.45pm (½hr lunch) (Actual Pay £18,677- £18,972)
Contract type:	Fixed Term up to 31 st August 2026
Reporting to:	Lucy Boswell
Responsible for:	Supporting the learning and personal development of children within the Specialist Unit or main school provision

Main purpose

The Teaching Assistant (TA) will:

- To provide learning and care support for pupils with special educational needs (SEN) within our Specialist Unit or, at times, when necessary, our main school provision.
- Work with the teacher to plan and deliver activities and supporting pupils with routines, transitions, learning and behaviour within a Special Educational Needs Environment.
- Support children's social and emotional development over the lunchtime period.
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning, and experience a sense of achievement
- Work within any teams or groups required across the school to raise the attainment of pupils and meet the identified needs of the school.

Duties and responsibilities

Teaching and learning - supporting pupils in the learning environment including behaviour management

- Build positive relationships with pupils, promoting high self-esteem and independence
- Supervise and support pupils in the learning environment including more in-depth support for those with special needs, to promote independence, inclusion, acceptance and equality of access to learning opportunities for all pupils
- Promote high standards of behaviour, responding to incidents in line with the school's behaviour policy and guidelines on physical intervention. Promote our school values of Be kind. Work hard. Believe.
- Assist with the development and delivery of individual education and support plans
- Assist pupils within the class, individually or in small groups (and sometimes outside the main classroom) in the completion and adjustment of a wider range of pre-defined learning, care and support activities to meet the requirements of pupils and the curriculum
- Assist with the supervision of pupils and planning of activities out of lesson times (for example at lunchtimes, before and after school) to enhance service delivery and encourage structured and positive play.
- Adapt communication style to respond to pupils according to their individual needs
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate
- Assist with personal care, including toileting where needed
- Assist with lunchtime duties as part of our life skills teaching and learning
- Follow any pupil medical/health care plans that are in place
- Support a positive start and end to the school day with transitions to parent/carer or SEND transport

- May assist pupils with mobility equipment such as using wheelchairs and/or hoists to support pupils in their learning environment
- Observe/ use awareness of behaviour, knowledge of different behaviour management and communication strategies and adapt existing strategies/ methods as necessary to deal with disruption by pupils in class
- Where required and suitably trained, use appropriate physical restraint techniques in accordance with relevant policies and procedures

Teaching and learning

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom, across the curriculum including life skills
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning and when working within the Specialist Unit there is a particular focus on our curriculum drivers: **Communication, Independence, Inclusion, Success**
- Use IT skills to advance pupils' learning
- Through observations, provide regular feedback to teachers on pupil progress, attainment and barriers to learning
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Monitor, record and report on progress and attainment
- Supervise a class if the teacher is temporarily unavailable
- Contribute to the overall ethos, aims and work of the school
- Monitor, feedback, record and report on pupil progress, including feedback to pupils, and participate in the completion of pupil profiles and records of attainment to maximise pupil development

Preparing and maintaining the classroom environment and resources

- Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work to support pre- defined learning activities to meet the needs of pupils and the curriculum
- Prepare, maintain and use equipment and resources required to meet lesson plans /learning activities to meet the needs of pupils and the curriculum
- Contribute to and may co- ordinate the resource ordering process particularly in a specialist area to ensure the timely availability of resources to meet the requirements of the curriculum
- Maintain an awareness of the importance of the appropriate use of resources to minimise waste and maximise the effectiveness of financial resources

Working in the environment and with resources

- Assist with the planning, development and implementation of pupil education / behaviour plans and personal care programmes including toileting, hygiene and feeding/ mealtimes, to help with development of social skills and to ensure that the school's health, safety and behaviour policies are maintained.
- Carry out medical procedures (e.g., catheterisation and gastrostomy feeding) in accordance with NCC/NHS protocols and generally support the social development and welfare needs of individual pupils including the administration of medicines in accordance with school practices and policies
- Deal with conflict using different communication techniques to encourage all pupils to take responsibility for their own behaviour and promote independence.

Working with staff, parents/carers and relevant professionals including providing clerical support

- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Build and maintain positive working relationships with pupils, parents, carers and colleagues to maximise pupils' development and maintain the overall ethos of the school
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues
- Provide clerical and other support (for example photocopying, typing, filing)
- Support teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group of pupils under the supervision of the teacher to meet service delivery requirements
- Administer routine tests when applicable or necessary and undertake routine marking of pupils' work to meet requirements of pupils and the curriculum

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education (KCSIE) and our school's child protection policy
- Look after children who are upset or have had accidents inline with school policy and procedures
- Attend / complete necessary Health and safety information including any online training or directed via the weekly briefing.

Professional development

- Help keep their own knowledge and understanding relevant and up to date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures
- Adhere to the school's policies and procedures
- Participate in meetings, team development activities and assist less experienced colleagues when appropriate, to support the achievement of individual and team performance and development objectives

Other areas of responsibility / considerations

Safeguarding and personal health/safety

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school
- Physical effort and/or strain is regularly used through the normal working pattern when helping to move pupils, using mobility equipment such as wheelchairs and/or hoists.
- Job holders regularly move around during their normal working pattern, walking standing and sitting with pupils.
- Job holders may set out PE equipment and will have help in moving heavy equipment.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do

other duties appropriate to the level of the role, including working in the mainstream, as directed by the headteacher or line manager.

Person specification

CRITERIA	QUALITIES	DESIRABLE
Qualifications and training	<ul style="list-style-type: none"> • Demonstrable experience of working with or caring for children with special needs and Knowledge of special needs • Appropriate IT and keyboard skills • Appropriate level of data protection, security and confidentiality awareness • GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths 	<ul style="list-style-type: none"> • NVQ level 2 or equivalent in relevant subject • Team Teach training • Ability to sign using Makaton • MIDAS minibus driver training • Other training related to SEND • Degree
Experience	<ul style="list-style-type: none"> • Experience of working in a school environment or other educational setting • Experience of working with children / young people with special educational needs (SEN) • Experience of planning and delivering learning activities 	<ul style="list-style-type: none"> • Experience of working in a specialist setting
Skills and knowledge	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Good organisational skills • Ability to build effective working relationships with pupils and adults • Skills and expertise in understanding the needs of all pupils • Knowledge of how to help adapt and deliver support to meet individual needs • Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils • Excellent verbal communication skills • Ability to work as part of a team and to be flexible in their approach to daily routines • Active listening skills 	<ul style="list-style-type: none"> • Knowledge of and experience in using Communicate in Print • Knowledge of and experience in using either Tapestry or Evidence for Learning • Knowledge of and experience in using interventions such as Colourful Semantics and Language for Thinking • Knowledge of and experience in using strategies to support sensory processing

	<ul style="list-style-type: none"> • The ability to remain calm in pressured situations • Knowledge of guidance and requirements around safeguarding children • Good IT skills, particularly using IT to support learning 	
Personal qualities	<ul style="list-style-type: none"> • Ability to uphold our school values of <i>Be kind. Work Hard. Believe.</i> • Enjoyment of working with children • Sensitivity and understanding, to help build good relationships with pupils • A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school • Commitment to always maintaining confidentiality • Commitment to safeguarding pupils' wellbeing and equality • Resilient, positive, forward looking and enthusiastic about making a difference • Capacity to inspire, motivate and challenge children and young people • Reflective and honest. 	

This job description and person specification may be amended at any time in consultation with the postholder.

Statement of Equality

Northampton Primary Academy Trust is committed to promoting equality of opportunity for all staff and job applicants. We aim to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills. Applications are invited from all members of the community. We do not discriminate against staff on the basis of age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

Safeguarding

Nothing is more important than keeping all our children safe, especially the most vulnerable. The NPAT Partnership is fully committed to ensuring that children with SEND, those eligible for Pupil Premium funding and other vulnerable groups are able to achieve as highly as possible. Schools within the partnership will have the most rigorous and updated procedures and policies which help keep children in our care safe. We will ensure that all vulnerable groups of children achieve highly, when compared to their peers nationally, through the following measures:

- All schools will be subjected to an annual safeguarding audit
- All schools will hold the Inclusion Quality Mark (IQM)
- Behaviour and Safety of children will be outstanding in all our schools.



Our Trust policy can be found here: <https://npatschools.org/index.php/npat-information/safeguarding>

How to Apply

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please return by email to longi@easthunsburyprimary.org or by post to Kathryn Pennington, Headteacher, East Hunsbury Primary School. Penvale Road, Northampton. NN4 0QW

Closing date: **9am Monday 14th April 2025**

To apply for this position, please complete the attached Trust Application Form and submit, together with a letter of application of no more than two sides of A4 supporting your application.

Please note that we have the right to withdraw or close this application at any time.

