Acomb Primary School are seeking to recruit 3 enthusiastic, suitably qualified Teaching Assistants.

The roles are for 16.25 hours per week, (mornings), supporting children across KS1 and 2 in a variety of ways including 1:1 support and maths and reading interventions.

Please state on your application the experience you have.

For the right candidate, additional hours may be available, please state in your application if this would interest you.

We are a popular, successful and welcoming school. We have pupils who are well behaved and eager to learn, a hardworking and dedicated staff team and a supportive community of parents and carers. We offer a wide range of training opportunities for support staff via weekly in school sessions and in collaboration with other Pathfinder MAT schools.

These positions are available on a permanent basis.

Pathfinder Multi Academy Trust is an equal opportunities employer, committed to safeguarding and promoting the welfare of children. Enhanced DBS check required.

Teaching Assistant Level 2 (3 Posts)
Acomb Primary School
Closing date: Thursday 19th September 2019 at midnight
Interview date: Friday 27th September 2019

School
Acomb Primary School
West Bank, York YO24 4ES
T: 01904 798453
E: office@acomb.pmat.academy
W: www.acombprimary.org.uk

Job Title
Teaching Assistant Level 2

Reports to
Headteacher

Grade
Grade 4 £18,360—£19,477 reduced pro rata
(New appointments are paid at Level 1 of the grade)

Additional Information
16 hours 15 minutes per week (mornings), term time only.

Completed applications should be posted or emailed to:
Ruth Collins, School Business Manager
Acomb Primary School
West Bank
York YO24 4ES
rcollins@acomb.pmat.academy

www.pathfindermat.co.uk
Acomb Primary School is a slightly larger than average school, with just over 300 pupils on roll. It is housed in relatively new buildings which opened in 1996, having been in the centre of Acomb for over 100 years.

Our school motto is: ‘Putting Children First, Always Aiming High’. This permeates everything that we do in school. We want Acomb Primary School to be a place where everyone aims high, achievements are celebrated and we value everyone. Through the opportunities that we provide, we aim to develop children as independent learners and effective communicators.

At Acomb Primary we like to offer a rich and varied curriculum. We run ‘Acorns’ which are opportunities for children to have experiences that are outside of the normal curriculum but that we feel are important - for example, listening to live music, seeing live sport, playing an instrument, working in the local community as part of the Archbishop of York Youth Trust; Young Leaders scheme and our pioneering work on Shakespeare.
Pathfinder Multi Academy Trust

We are an inclusive partnership of church and community schools underpinned by a shared vision, common values and a commitment to providing an outstanding and holistic education to all the young people we serve.

**Collaborate**
As a family of schools, we work collaboratively to celebrate and nurture both the similarities and distinctiveness of each school’s individual ethos and values.

**Celebrate**
We celebrate the uniqueness of all pupils, and through outstanding pastoral care, academic challenge and inspirational teaching we support each child to flourish and succeed.

**Develop**
We develop outstanding leadership at all levels that delivers maximum achievement whilst supporting and developing the vision and values that underpin all we do.

**Thrive**
We generate positive and challenging learning environments which allow staff to grow and thrive through excellent professional development.

**Nurture**
We nurture an ethos in which children learn by example and grow spiritually, morally and socially to understand the uniqueness and diversity of communities, faiths and cultures - locally, nationally and internationally.

**Community**
Partnering with the Church of England, other schools, educational institutions and the Pathfinder Teaching School to ensure we provide an outstanding education from pre-school to post 16.

“Your present circumstances don’t determine where you can go; they merely determine where you start.”

www.pathfindermat.co.uk
Job Description

Main Purpose of Job
To work under the direction of the class teacher to undertake work, care and support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils.

Core Responsibilities, Tasks and Duties

- Works under the direction of the class teacher, SENCO or a member of the Schools Senior Management Team to carry out work and tasks set by the teacher. Works with individual pupils as directed by the teacher and under the teachers guidance.
- Carries out work pre planned by the teacher, but will be expected to use own initiative to enable pupils to access the learning activity by application of specific skills, knowledge and experience with the pupil within the guidelines set by the teacher.
- Carries out work planned and prepared by the teacher and in accordance with the teacher’s instructions. May be required to adapt work/activities as directed by the teacher.
- Assists the teacher and works as directed in preparation of the classroom and resources for planned work to take place. May involve adapting activities/work as directed by the teacher.
- Assists with assessment and monitoring of pupil progress by providing feedback to the teacher on pupils’ achievements, progress and problems.
- Assists with record keeping on pupil progress as directed by the teacher.
- Involved in meetings with other staff, external professionals and parents regarding pupils in a support capacity to the teacher who will normally lead on such matters.
- Supports colleagues across the school staff as directed by the teacher, SENCO or Senior Management Team by application of any specific skills, experience and knowledge in relation to pupils and the curriculum, and to include routine administration and clerical tasks.
- Accompanies other staff on school visits and in other activities outside of the classroom and has responsibility for specific pupils/small groups as directed by the teacher.
- Follows all school policies and procedures, in particular; Health and Safety, Child protection, Behavioural Management, Inclusion, Equalities and data protection policy.
- Participates as required in the schools performance management and supervision systems and take part in appropriate training and development activities.
- Makes appropriate use of ICT and adhere to policies relating to it, within their work in line with the school’s systems of working.
- Contributes to the overall ethos, work and aims of the school.

Supervision/Management of People
None applicable for this role

Creativity and Innovation

- Monitors and is responsive to pupil learning and the behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupils’ personal needs and communication.
- Under the direction of the class teacher communicates effectively with teachers, other professionals and parents whenever the need arises and recognises the need to communicate.
- On the basis of their knowledge and understanding of pupils, needs and responses to learning, contributes to the planning and review of the differentiated curriculum and individual education plans/individual behaviour plans.
- Participates in the design of classrooms and school displays.
**Contacts and Relationships**

- **Internal**: Contributes to the teacher’s planning, teaching and assessment of the curriculum—daily. Enables pupils’ access to the planned curriculum and meets personal and social needs—daily. Takes part in department or whole school meetings as required. Works in collaboration with other support staff—daily.
- **External**: Provides information about pupils’ progress, strategies e.g. inclusion programmes.

**Decisions – Discretion and consequences**

- Takes action to meet pupils’ needs as they arise to avoid undue physical or mental stress.
- Communicates information effectively to teachers, other professionals and parents whenever the need arises.
- Recognises when it is necessary to make adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress and discusses these with the class teacher.

**Resources**

- None applicable to this role.

**Work Environment**

**Work demands**

- Under the direction of the class teacher need to implement activities in lessons within school hours as directed. Work may be subject to some change and interruption e.g. unplanned absences of staff and children, unexpected visits by parents and professionals.

**Physical demands**

- Involves mainly sitting with pupils but may have sustained periods of physical activity, involving bending, crouching, lifting, walking and running e.g. PE lessons, when meeting pupils’ personal care needs, physical interventions with pupils, moving children with physical disabilities, following approved procedures.

**Working conditions**

- Majority of work takes place in the classroom environment, may be involved in outside activities e.g. supervision of playground, sports field activities, off-site educational activities in all weather conditions as required.

**Work context**

- Risk of verbal abuse and physical harm from a majority of pupils who behave aggressively.
- Risk of injury from moving and handling pupils.
- Risk of exposure to bodily fluids when assisting incontinent children with their personal hygiene.
- Risk of infection when dealing with unwell children.

**Knowledge and Skills**

- Communications skills
- Time management and organisational skills
- Literacy and numeracy skills
- ICT capability
- Knowledge of normal child development and children’s personal development needs.
- Knowledge of strategies which promote good behaviour and discipline.
- Ability to participate fully in planned physical interventions, in pupil personal care routines and in moving and handling pupils with physical disabilities safely, using appropriate mechanical and other lifting devices, following recognised procedures.

**Position of Job in Organisation Structure**

There are no line management requirements of this role.
You will report to the class teacher and Senior leadership team.
## Person Specification

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Essential</th>
<th>Desirable</th>
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</thead>
<tbody>
<tr>
<td>Suitable qualifications, including in English and Maths</td>
<td>✓</td>
<td></td>
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<tr>
<td>Further qualifications, specific to the role of teaching assistant</td>
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<td>✓</td>
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<tr>
<td>Specific qualifications in the field of special educational needs, especially autism</td>
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<td>✓</td>
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<tr>
<th>Experience</th>
<th></th>
<th>✓</th>
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<tbody>
<tr>
<td>Work in schools with pupils of a relevant age</td>
<td>✓</td>
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<tr>
<td>Working with children on the special educational needs register</td>
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<td>✓</td>
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<tr>
<td>Working one to one with pupils in a classroom setting</td>
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<td>✓</td>
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<tr>
<td>Working with children who are on the autistic spectrum</td>
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<td>✓</td>
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<td>Working with a wide range of external agencies to plan specific interventions</td>
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<thead>
<tr>
<th>Knowledge and Understanding</th>
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<th>✓</th>
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<tbody>
<tr>
<td>Basic understanding of child development and learning</td>
<td>✓</td>
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<tr>
<td>General understanding of the curriculum requirements at KS1 and KS2</td>
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<td>✓</td>
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<tr>
<td>Understanding of the learning processes and needs of a child with SEN</td>
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<td>✓</td>
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<tr>
<td>Understanding assessment procedures that may be used in a primary school</td>
<td></td>
<td>✓</td>
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<tr>
<th>Personal Qualities</th>
<th></th>
<th>✓</th>
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<tbody>
<tr>
<td>Creative, enthusiastic, positive and proactive</td>
<td>✓</td>
<td></td>
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<tr>
<td>Approachable, caring and empathetic</td>
<td>✓</td>
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<tr>
<td>An excellent team player, forming excellent relationships with adults and children, including parents and external agencies</td>
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<td>✓</td>
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<tr>
<td>A commitment to safeguarding and putting the needs of children first</td>
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<tr>
<td>Flexible, willing to seek out and listen to advice in order to continually improve</td>
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<td>✓</td>
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<tr>
<td>A sense of humour, making learning enjoyable and rewarding for all involved</td>
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<td>✓</td>
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Benefits of working at Pathfinder

**Pension Scheme**
As an employee of Pathfinder MAT you are offered membership of either the Teachers’ Pension Scheme; or for support staff, the Local Government Pension Scheme. As well as employee’s paying contributions into the scheme (banded, based on earnings level) Pathfinder MAT also pays into the scheme on your behalf at the following rates (regardless of earnings):

**Support Staff Pension Scheme**
LGPS – Pathfinder MAT contributes an additional 19.9% of your salary.

**Teachers’ Pension Scheme**
Pathfinder MAT contributes an additional 16.48% of your salary.

For more information please visit:  
[www.teacherspensions.co.uk](http://www.teacherspensions.co.uk)  
[www.nypf.org.uk](http://www.nypf.org.uk)

**Cycle to Work Scheme**
For staff who wish to purchase a bike for the purpose of travelling to work this can be done via Cyclescheme. You purchase the bike you want via the scheme and Pathfinder MAT pays the initial cost upfront and then you pay for it directly from your salary on a monthly basis (12 months is the usual duration). The deductions for the cyclescheme are taken from your gross pay each month so your taxable pay is lower than it otherwise would be.

For more information visit [www.cyclescheme.co.uk](http://www.cyclescheme.co.uk)

**Continuing Professional Development (CPD)**
Pathfinder Multi Academy Trust is committed to the Professional Development of all staff and we have a bespoke Career Pathways Programme to ensure that we recruit, develop and retain the very best colleagues.

**Employee Assistance Programme**
Making sure everyone in Pathfinder Multi Academy Trust team gets the support they need whatever their worries, at home or at work. The 24/7 confidential Employee Assistance Programme offers specialist counselling and information meaning everyone has support at any time.

**What does it provide?**
The Employee Assistance Programme is available 24 hour a day, 365 days a year, is completely confidential and provides support by telephone or online from specialist call handlers and counsellors who understand the demands of working in education. It provides:

- Emotional support and counselling
- Specialist information on work-life balance
- Financial and legal information
- Management consultation to support those responsible for managing others
- Up to six sessions of face-to-face or telephone counselling
- Access to online Cognitive Behavioural Therapy (CBT)
- Information on local services such as elder care and childcare

The Education Support Partnership experts assess each call individually and decide what the best course of action for each caller is, whether that be counselling, online CBT or signposting to additional services.

**Education Support Partnership Grants**
A confidential grants service to help you manage your financial and money worries to get you back on track when you are struggling. If you are working in or retired from the education sector and are suffering financial problems caused by unemployment, ill health, sudden life events, bereavement or a personal injury the Education Support Partnership may be able to help you.

www.pathfindermat.co.uk