Heworth CE Primary School is seeking to recruit a suitably qualified, versatile and experienced Teaching Assistant to join the school as soon as possible.

The successful candidate must be very adaptable and flexible as the job encompasses three distinct roles as follows:

**TA Level 4** – 3 hours per week to cover teacher’s management time.

**TA Level 3** – 9 hours per week to provide Intervention support to small groups of children from across the school.

**TA Level 2** – 22.75 hours per week to provide classroom based support within Key Stage 2.

If you would like any further information ahead of submitting an application please contact Michael Carr, Headteacher, via the school office.

We would be delighted to show potential candidates around our school on Wednesday 18th September at 10am. Please contact the school office if you would like to visit at this time.

Heworth CE Primary School

Closing date: Thursday 26 September 2019 at midnight
Interview date: Wednesday 2nd October 2018
Heworth CE Primary School

Heworth Primary School has been educating children from Heworth and the surrounding areas for over 100 years. It is a small Church of England primary school, located in the centre of Heworth village and within walking distance of the historic city of York.

We believe that every child is unique in the eyes of God, and we want to help them to flourish by giving them the best possible start to their education. We are committed to developing highly motivated, independent young people with a wide-ranging and life-long love of learning.

We are proud to be a Church of England school and our four core Christian values of Forgiveness, Trust, Compassion and Endurance are woven through the life of the school. We use these values as a framework to help create a rich learning environment for all of our pupils, whatever their needs.

We think that the Christian ethos of our school provides our children with a safe and supportive environment in which they feel valued and cared for. Heworth is a small school, but we like to think that it has a big heart. With only 150 pupils from Reception to Year 6, and many of them living close by, Heworth has a distinct ‘family feel’, and we focus a lot of energy on nurturing those bonds both within the school and in the wider community.
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.

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

This job description relates to the TA2 element of the role. The exact responsibilities of the TA3 and TA4 roles will be discussed at interview.

Main Purpose of Job

To work under the direction of class teachers 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 teachers, SENCO or a member of the Schools Senior Leadership 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.
- Assists with meeting 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

## 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.

www.pathfindermat.co.uk
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**
  - Pathfinder MAT contributes an additional 16.48% of your salary.
- **Teachers’ Pension Scheme**
  - Pathfinder MAT contributes an additional 19.9% 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...