An Invitation to Join Our Team

A very warm welcome to our lovely school.

Dear Candidate,

Thank you for your interest in our school. Water Orton Primary School are seeking to appoint two additional teaching assistants to join our team as soon as possible.
The roles are advertised at TA2 rate and are, in the first instance offered as temporary contract until the end of the academic year 2024/25.
The vacancies is as a result of the significant expansion of the school's provision for pupils with Special Educational Needs in the main school.

We are looking for candidates who can be flexible and adaptable as staff do move year groups and change roles regularly, however, in the first instance we are looking at appoint to the following role for the academic year 2024/25.

- **One full time (26 hours 40 minutes term time only) role supporting pupils with additional needs in the classroom for our reception cohort.**
- **One full time (26 hours and 40 minutes term time only) role supporting pupils in the main school through our nurture provision. This provision is designed to be flexible and adaptable in order to support pupils to access classroom learning effectively.**

Water Orton Primary School is an inclusive and nurturing school. It is a happy and caring environment where every individual is valued and where pupils are motivated to achieve their potential.

Based in North Warwickshire we have a striking new school building and school grounds that are full of potential. We have a diverse group of staff and Governors, each with a wide range of skills and expertise, making up a supportive team. They go over and above to provide for all pupils and to care for the whole Water Orton Primary School community. There is always someone who can help you at Water Orton!
Our pupils are a privilege to care for and teach because they are happy, polite and very keen to learn. They are proud of their school and want it to 'Be the Best it Can Be

Have a look at our website https://www.waterortonprimaryschool.co.uk/ to get a flavour of our school and to find out what it is like to work at Water Orton Primary School. Visits to the school to find out more about the roles are also very welcome. Please contact the office to arrange this.

Information on How to Apply

To apply for the role of Teaching Assistant at Water Orton Primary School, please complete the attached application form and include within this a statement outlining how you meet the person specification. Please state in your application the role you are most interested in. The closing date for applications **is Friday 20th June at 9am** and interviews are planned to take place during the following week.
Applications should be sent by e mail to admin2618@welearn365.com.
We very much look forward to hearing from you. Good Luck!

ESmith

Mrs. Emma Smith
Headteacher

JOB DESCRIPTION: WATER ORTON PRIMARY SCHOOL

Job Title/Post: Teaching Assistant Level 2

Note: These are broad descriptions of the types of duties/activities expected at this level, for illustrative purposes. They are not intended to provide an exhaustive list of duties.

POST TITLE: TEACHING ASSISTANT – Level 2: POST LEVEL: Band F

BROAD DESCRIPTION:
Working under the overall supervision of the responsible teacher, assist and support teaching and learning, working with individuals or groups and assist in providing for general care, safety and welfare of pupils. Contribute to the school's statutory duty to safeguard and promote the welfare of children.

Responsibility for people (other than employees supervised/managed): The post has considerable impact on the well-being of individuals or groups through contributing to the assessment of pupil need and progress, the development and implementation of plans and providing support to pupils with additional personal/special needs.
Responsibility for staff: The post has limited direct responsibility for supervising other staff though may be expected to demonstrate tasks or advise/guide new employees, work experience or trainees.
Responsibility for budget: The post has no direct responsibility for financial resources other than occasionally handling small amounts of cash, processing cheques, invoices etc.
Responsibility for physical resources: The post has some responsibility for physical resources, through the preparation and care of teaching materials/resources and secure and accurate record keeping.

TYPICAL TASKS, DUTIES AND RESPONSIBILITIES
Curriculum support:
•Contribute to curriculum planning and evaluation and assist in implementation
•Assist in the delivery of lessons/sessions and interact with the teacher and pupils as required
•Undertake agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
•Support and use ICT in learning activities & develop pupils' competence and independence in its use.
Support for pupils:
•Support individuals or groups during independent /group work, e.g. explain tasks, reinforce key objectives/concepts or vocabulary, use practical apparatus, support less able pupils, extend/challenge more able, keep pupils on task, interested, motivated and engaged.
•Occasional support to whole class for short periods (e.g. story reading).
•Help pupils to develop communication skills and role play activity.
•Promote inclusion and acceptance of all pupils, encourage them to interact and work co-operatively and engage in activities.
•Promote independence and development of self-esteem
•Assist in the personal, social, emotional development of pupils and development of self-esteem.
•Assist with the development and implementation of IEPs/behaviour plans/EHCPs.
•Use specialist skills/ knowledge/ training to provide support in specialist areas
•Encourage and reinforce positive interactions between pupils working within any behaviour targets set
•Identify and report uncharacteristic behaviour patterns
•Assist with pupil supervision on trips off the premises, under overall guidance of the teacher.
•Monitor and provide for general care, safety and welfare of pupils, including tasks connected with their social inclusion and personal/physical care.

Support to teacher:

•Assist with lesson/activity planning, delivery and evaluation
•Monitor individual/group achievements of key objectives and provide feedback to the teacher
•Contribute to pupil assessment through observation and reporting
•Record information relevant to assessment and review of pupils' progress
•Attend IEP and statement (EHCP) review meetings if appropriate
•Support implementation of strategies to manage pupil behaviour and help manage pupil behaviour
•Active involvement in day-to-day management of the learning environment including responsibility for the care and preparation of teaching aids, equipment, materials and differentiated resources.
•Undertake routine and non-routine administrative tasks, e.g. produce worksheets, administer coursework
•Liaise with parents/carers, specialist teachers and other professional staff, share and provide information

QUALIFICATIONS, TRAINING AND LIKELY ABILITIES

•Hold a recognised and relevant NVQ level 2 qualification and have undertaken other appropriate training (preferably leading to national standards at NVQ level 3) or be able to demonstrate equivalent knowledge, experience and skills.
Minimum GCSE (or equivalent) English and Maths at grades A-C
•Have good communication and listening skills and be able to present information verbally and in writing to others.
Have experience of TA work.
Have attended further training on aspects of the curriculum or areas of specific special need. Have good level of knowledge and understanding of at least one area of learning (e.g. English, maths, science, EYFS).
•Display commitment to the protection and safeguarding of children and young people
•Value and respect the views and needs of children
Understand school's policies and how they relate to local and national frameworks/policies (e.g. child protection, health and safety, equal ops, SEND).
•Can use ICT effectively to support learning and use other technology equipment.
•Can plan own work when required.
Can transfer theory/training into practice.
Can solve problems and can exercise initiative and independent action.
•Is pro-active in offering ideas.

Person Specification – Teaching Assistant Level 2		
	Essential	Method of assessment
Initial Qualification	NVQ2/3 in childcare (or similar) and/or experience of working as a TA in a Primary School setting. Evidence of continuous professional development Excellent references	AF, I
Experience	Successful and effective Teaching Assistant experience Experience of helping to develop an effective learning environment.	AF, I
Skills and Abilities	Good level of written and oral communication skills. Confident in the use of ICT when supporting teaching Ability to relate effectively to pupils, colleagues, parents and governors. An effective team player.	AF, I, T
Professional Knowledge	Demonstrate a knowledge of the Primary curriculum	AF, I, T
Personal attributes	Enthusiastic High expectations Good sense of humour Promotion of positive behaviour strategies and constructive handling of problems. Enthusiasm for Primary education An awareness, understanding and commitment to equal opportunities. Flexibility to deal with changing situations. Ability and experience of working with parents	AF, I

Those elements marked with A- will be assessed in your application
Those elements marked with A/I/T – will be assessed in your application and during the selection process e.g. in an interview
Those elements marked with AF, I- will be assessed in your application form and interview.