

At *KIWI* we are soaring...

Striving for success

Owning our actions

Ambitious

Respectful, reflective, resilient



Application Pack

Teaching Assistant

Fixed Term Contract depending on funding

Required for: October 2024

Closing date for applications: Wednesday 18th September
2024

- Contract:** Fixed Term contract until 24th July 2025 depending on funding
- Hours:** 30 hours per week to include a MDSA duty each day with ½ unpaid lunch break
- Term Time only with inset days at the request of the Headteacher
- Salary:** NPA - Wiltshire Grade D/E depending on experience £11.98 £12.80

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Dear Prospective Applicant

Thank you for your interest in applying for this post. This is an exciting opportunity to join our vibrant community and make a significant difference to the lives of our pupils at Kiwi School.

I am incredibly proud of our hardworking, dedicated and supportive staff team who work hard to provide a safe and happy learning environment and to give every child at Kiwi School the best possible education.

Kiwi School is looking for individuals who are enthusiastic and aspirational about the learning of all children and who have high expectations for the outcomes of our community. If you are ready for an exciting challenge and enjoy working as a team player, within a trauma informed child focused school, then please come and visit so that I can show you why Kiwi School is a great place to work and a community to be proud to be part of.

Kiwi School is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. The successful applicants will be subject to enhanced DBS checks. References will be sought on shortlisted candidates before interview.

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How to Apply

Please take time to look at our school website by visiting www.kiwi.wilts.sch.uk. Should you have any specific queries, which are not answered by the information we have provided, or wish to visit us prior to making an application, please contact us on hr@kiwi.wilts.sch.uk

Please email your application to hr@kiwi.wilts.sch.uk remembering to include three documents:

- Application Form
- Equality & Diversity Form
- Letter of Application (no more than 2 sides of A4 paper) in which you should detail the skills, attributes and experiences which make you an appropriate candidate for the post. Please try to include information in this letter that helps us get to know you as well as your professional skills.
- Please note that CVs will not be considered

Disclosure & Barring Service

Due to the nature of the position for which you are applying, and to ensure your suitability for this type of work, you will be required to apply for clearance from the Disclosure and Barring Service if you are successful in your application. This will take place before your appointment is confirmed. The clearance process will disclose details of formal cautions, reprimands and final warnings, as well as convictions. Having a criminal conviction will not automatically exclude you from employment – this will depend on the nature of the position, and the circumstances and background of the offences committed.

I look forward to receiving your application.

Yours sincerely

L Eatherington

Laura Eatherington

Headteacher

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Job Description

Job Title :	Fixed Term Teaching Assistant
Main Job Purpose:	Under the direction of the Teacher and SENDCO, to support a named EHCP pupil in a mainstream school to access learning.
Accountable to:	Headteacher & SENDCO

	Main Duties
1.	<p>Supporting pupils learning, either in small group or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:</p> <ul style="list-style-type: none">○ clarifying and explaining instructions○ ensuring pupils are able to use equipment and materials provided○ motivating and supporting pupils○ assisting in weaker areas, e.g. language, reading, spelling, handwriting, presentation○ helping pupils maintain focus○ meeting physical needs as required while promoting independence○ liaising with the class teacher and SENDCO about Individual Education Plans○ as specified by the teacher, developing appropriate resources to support pupils

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2.	Supporting pupils self-esteem, inclusion and behavioral development, e.g. <ul style="list-style-type: none">○ encouraging an acceptance and inclusion○ developing methods of promoting/reinforcing self-esteem and independence○ providing individual supervision in and out of the classroom○ establishing a supportive relationship with pupils○ reinforcing the school ethos, values, rules and expectations
3.	Supporting the teacher/s, e.g. <ul style="list-style-type: none">○ As directed by the teacher, adapting and interpreting lessons and instructions to pupils○ In conjunction with the class teacher (and other professionals as appropriate) to develop system/s of recording pupil progress and contribute to the maintenance of this record○ Providing regular feedback about pupils to the teacher/s
4.	Supporting the curriculum, e.g. <ul style="list-style-type: none">○ Support the delivery of the EYFS Curriculum○ assisting with setting up of the Early Years environment, indoors and outdoors○ administering minor First Aid as required○ support the play team at lunch times (30 min duty)

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists the team to meet the needs of the staff, children and school.

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Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods and under the supervision of the class teacher.

Key Contacts and Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with teachers and other school staff, school management, parents/carers and at times representatives of other agencies e.g. Health, Social Care

Decision Making

The jobholder is expected to follow school procedures, and plans made by the class teacher and those provided by other professionals supporting the school.

Resources

The jobholder is expected to use school resources appropriately and with care and help to maintain appropriate and pleasant learning spaces around the school, but is not personally accountable for their overall security.

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Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. All staff have a shared responsibility for the Safety and welfare of the pupils, themselves and their colleagues and are expected to follow policy and procedures for Safeguarding at all times.

Knowledge and Skills

Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation.

Understanding of principles of child development and learning processes and, in particular, barriers to learning.

This job description is subject to change to meet the needs of the effective running of the School.

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Qualities	Essential √	Desirable √
Qualifications and Experience		
Good general education and GCSE passes in Maths and English (4-9.A-C)	√	
NVQ qualifications in teaching & learning		√
Experience of working with pupils of different ages from different contexts		√
Experience of working with children with Special Educational Needs		√
Able to plan programmes of support that incorporate variety, interest and pace		√
Ability to use ICT to effectively support learning		√
Relevant training e.g. ELSA, SEND Support		√
Experience of working with pupils of different ages from different contexts		√
Relevant experience of working with children of primary school age – leading small groups and working as part of a team		√

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First Aid qualification		√
Safeguarding/Prevent training		√
Knowledge and Understanding		
Sound understanding of safeguarding issues		√
Able to demonstrate commitment to Equal Opportunities and other key school policies		√
Knowledge of SEND		√
Skills		
Good oral and written communication skills	√	
Ability to work effectively and professionally within a team of adults	√	
Ability to relate well to children, establishing empathy and a good rapport	√	
Able to gain the confidence of children whose behaviour is challenging or who are socially withdrawn	√	
Ability to motivate pupils and to use positive behaviour management strategies with individuals and small groups	√	
Ability to form effective relationships with a range of professionals	√	
Ability to self-evaluate own practice and learning needs	√	

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Personal Characteristics		
Able to work under pressure and multitask	√	
Resilience	√	
Professionalism	√	
Able to work independently and show initiative	√	
Capability to analyse tasks and how they may be best achieved	√	
Willingness to become fully involved in school life with a positive attitude and sense of fun	√	