The Governors of Carlton Hill Primary School

are looking to appoint an:

**2 x Part-Time Individual Needs Assistant posts**

**(TA Level B)**

To support pupils with Education Health & Care Plans, working on a 1:1 basis or in small groups

(in our **Reception and Year 1 Classes**)

Fixed Term

For next academic year 1/9/2022 - 31/8/2023

***Start date 1st September 2022***

***2 x posts – both are Part-Time, Term Time only***

**2 x Posts: Mornings + Lunchtimes 8.45 – 13.15, 5 days per week Mon – Fri**

**(22.5 hours per week, 47.15 weeks per year**

**Equates to 0.5514 full-time equivalent)**

**NJC Scale 3: Current Points 5-6**

**(£19,650 - £20,043 per annum full-time. You will be paid on a part-time pro-rata basis)**

**(This is based on April 2022 pay scales)**

Carlton Hill is a vibrant, inclusive and welcoming inner city primary school that celebrates its cultural diversity. We are a one form entry school with 215 pupils currently on roll.

**The successful candidate will have:**

* Experience of working with children with Special Educational Needs and Disabilities in primary schools.
* Ideally, we are looking for someone with previous experience working in a school setting, in Early Years or Key Stage 1.
* An organised and flexible approach to working
* Ability to work successfully as part of a team supporting 1 or more pupils with high needs, which may include autism, speech & language delay and challenging behaviour
* Ability to build strong relationships with others
* Energy, enthusiasm, curiosity and a sense of humour

**In return the successful candidate will receive:**

* Experience of working in a diverse and stimulating school.
* Effective support with relevant training and professional development.
* A warm welcome to a professional, highly skilled and motivated staff team.

Carlton Hill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Please note that this post is exempt from the Rehabilitation of Offenders Act 1974 and is subject to an Enhanced Disclosure and Barring Service check (formerly the Criminal Records Bureau).

**Brighton & Hove Schools - Taking Action for Equality**

Further details and application forms are available from the school: [admin@carltonhill.brighton-hove.sch.uk](mailto:admin@carltonhill.brighton-hove.sch.uk) or tel: 01273-604966

**Advert Date: Fri 20th May 2022**

**Closing date for applications: Weds 15th June 2022, 6pm**

**Interview date: Tues 21st June**

**Start date: 1st September 2022**

Visits to the school are encouraged.

There are opportunities to do this at the following times:

Tues 24th May 9-10am, 2-3pm

Thursday 26th May 9-10am, 3-4pm

Wed 8th June 9-10am

Friday 10th June 3.30-4.30pm

Please contact the School Office to book for this: [admin@carltonhill.brighton-hove.sch.uk](mailto:admin@carltonhill.brighton-hove.sch.uk) or call 01273 604966.



**IMPORTANT INFORMATION**

Your application is important to us and we want to make our recruitment process as easy and fair as possible. Please take a few minutes to read the following notes and, if there is any other assistance we can provide, please do not hesitate to contact us.

* Shortlisting for interview will be based solely on the information you provide on the application form. **Please include** **evidence of how you meet each of the criteria set out in the Person Specification**. Please do not include a CV as these will be disregarded.
* Should you need to use supplementary sheets, please make sure that these are clearly marked with both your name and the post for which you are applying.
* The recruitment monitoring form, which is enclosed with the application form, is used for monitoring purposes only and is **not** part of the shortlisting process.
* Please ensure that we receive your application by the Closing Date shown in the advert as any late applications will be disregarded.
* If you return your application by post please ensure that you use the correct postage rate.
* All applicants shortlisted for Interview will be contacted as soon as possible. If you are not invited to Interview and would like feedback please contact us and we will arrange for the Recruiting Manager to ring you.
* We are unable to acknowledge receipt of application forms or let candidates know that they have not been selected for Interview. Therefore, if you have not heard from us within two weeks of the Closing Date, you must assume your application has been unsuccessful.
* We take the issue of safeguarding children very seriously and all applications are processed accordingly. Please note that any appointments are made subject to Enhanced DBS clearance, identity checks, continuous employment/employment gaps checks and satisfactory written references.

We have enclosed further guidance with the application form. Please read this before completing the form.

JOB DESCRIPTION

JOB TITLE: Individual Needs Assistant (TA Level B)

**REPORTS TO: INCO / Headteacher**

**DEPARTMENT: Children, Schools & Families**

**SECTION: Carlton Hill Primary School**

**Please note:** This Job Description has been adapted from a National Generic Job Description and describes the level of responsibility that you will be required to undertake. Within this role, you will be required to carry out the majority of tasks listed, and your line manager will advise you of those that are not applicable.

**1. PURPOSE OF JOB**

To work under the instruction and guidance of teaching & senior staff to undertake work / care / support programmes, to enable access to learning for pupils with special educational needs, and to assist the teacher in the management of these pupils. Work may be carried out on a one-to-one or small group basis, in the classroom or outside the main teaching area.

1. **PRINCIPAL ACCOUNTABILITIES**

**Support for the Pupils**

* Supervise and provide particular support for a specific pupil or group of pupils, including those with special educational needs, ensuring their safety and access to learning activities, and the safety of those around them
* Assist with the development and implementation of individual Education Health & Care Plans /Learning Plans and Personal Care programmes
* Establish positive relationships with pupils and interact with them according to their individual needs
* Promote the inclusion and acceptance of all pupils
* Encourage pupils to interact with others and engage in activities led by the teacher
* Promote positive self-esteem and independence
* Provide feedback to pupils in relation to progress and achievement, under guidance of the teacher

**Support for the Teacher**

* Create and maintain a purposeful, orderly and supportive environment in accordance with lesson plans and assist with the display of pupils' work
* Use strategies, in liaison with the teacher, INCO and other agency professionals, to support pupils to achieve learning goals
* Assist with the planning and organisation of learning activities
* Monitor pupils' responses to learning activities and accurately record achievement/progress as directed
* Provide detailed and regular feedback to teachers, INCO and relevant professionals on pupils' achievement, progress, problems etc in line with school SEND policy
* Promote positive behaviour, dealing promptly with any incidents in line with established school policy, and support pupils to take responsibility for their own behaviour and make repair
* Establish positive relationships and work closely with parents / carers
* Administer routine tests and assessments as required
* Provide clerical / admin support e.g. photocopying, word-processing, filing etc

**Support for the Curriculum**

* Undertake structured and agreed learning activities / teaching programmes in and out of the classroom, adjusting activities according to pupil responses.
* Undertake programmes with pupils, linked to local and national learning strategies e.g. literacy, numeracy, early years, speech and language, recording achievement and progress and feeding back to the teacher
* Support the use of ICT in learning activities and develop pupils' competence and independence in its use
* Prepare, maintain and use equipment / resources required to meet the lesson plans and assist pupils in their use (eg copiers, cameras etc)

**Support for the School**

* Be aware of and comply with policies and procedures relating to behaviour, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
* Be aware of and support difference and ensure pupils have equal access to opportunities to learn and develop
* Contribute to the overall ethos / work / aims of the school
* Appreciate and support the role of other professionals
* Attend and participate in relevant meetings as required
* Participate in training and other learning activities and performance development as required
* Assist with the supervision of pupils out of lesson times, including at lunchtime
* Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required.

Your duties will be as set out in the above job description but please note that the Council reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

**PERSON SPECIFICATION:**

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| --- | --- |
| Criteria | Essential Criteria |
| **Job Related Education, Qualifications and Knowledge** | * A good standard of education (eg. NVQ Level 2 or equivalent qualifications) or relevant experience. * Understanding of learning processes and possible barriers to learning. * First Aid training, or willingness to undertake appropriate First Aid training, as necessary. |
| **Experience** | * Experience of working with or supporting children in a primary school, ideally in Early Years or Key Stage 1. * Experience of supporting children with special educational needs, including autism and speech & language difficulties. * Experience of working with pupils to develop communication and learning skills. |
| **Skills & Abilities** | * Ability to communicate and develop good relationships with a range of people: eg children and families/carers, teaching staff, senior management within the school and professionals from other agencies. * Ability to demonstrate and promote positive values and behaviour, in line with the school’s Relationships & Behaviour policy. * Ability to support children who may struggle to regulate emotions and behaviour * Ability to work with class teacher to identify potential barriers to learning and help children to overcome these barriers, including giving feedback on children’s learning and progress. This may include delivering bespoke speech and language programmes with individuals or groups of children. * Ability to work as part of a team but also independently, manage own time well, possess good organisational skills and display excellent initiative. * Ability to react quickly and calmly and solve problems, in line with school policies and procedures, and in liaison with class teachers and other school staff. * Able to prepare simple written records, and keep accurate, up-to-date records, using information technology. * Competent use of information technology to support children’s learning |
| **Equalities** | * To be able to demonstrate a commitment to the principles of Equalities and to be able to carry out duties in accordance with the Council’s Equalities Policy. |
| **Other Requirements** | * Prepared to undertake training relevant to the requirements of the job. * Demonstrate a commitment to continuing professional development. * A commitment to inclusion for all pupils. * To be willing to participate in meetings related to pupils’ and families’ needs, together with school staff and outside professionals. * An understanding of child protection and safeguarding concerns. |