



SHEFFIELD INCLUSION CENTRE

Building Brighter Futures

RECRUITMENT PACK

Job Role: **Teaching Assistant Level 3**

Website: www.inclusion.sheffield.sch.uk

Why we are here

The Sheffield Inclusion Centre is on the up! We have just received a good rating from Ofsted <https://files.ofsted.gov.uk/v1/file/50238878> which is the result of a lot of hard work by staff and pupils. Our pupils, despite being permanently excluded, are our strength and it is a pleasure to work with them and their families to support learning. Please come and visit us to see for yourself our amazing children and staff.

Thank you for your interest in the vital position of Teaching Assistant.

We feel we are the most important school in Sheffield with some of the most vulnerable and at the same time vibrant children in the city. Many of our children have unsettled home lives and mental health difficulties. Therefore, it is important to role model behaviour and always show children unconditional positive regard.

Everything we do is based on relationships and building trust.

Our children have not had the best start to their young lives in education so we need to help them become ready to learn and then to accelerate their learning so we provide a brighter future with improved life chances.

We achieve this with a range of personalised learning pathways and by surrounding the young person with a team who care and believe in them. The team is made up of teachers, mentors, teaching assistants, therapists, youth workers, youth offending workers, transition coaches, etc. We are fortunate enough to be supported by a range of external agencies from the LA, the NHS and social care.

All our children have been permanently excluded from mainstream school. Some children are reintegrated back to mainstream. Young people come to us with unmet Special Educational Needs and in some cases a full assessment of need is carried out resulting in an Education, Health and Care Plan (EHCP). In some cases, these young people may be better placed at a Special School and again we will ensure we support that transition.

Across Sheffield we have 8 smaller campuses, please reference the website for locations. We also have four prevention bases that aim to prevent permanent exclusions.

Our single purpose is based on these values

- Everyone deserves a fresh start
- Everyone wants more success when they start to feel success
- Everyone functions and learns better when they feel safe and there are routines
- Everyone needs others to believe in them and care for them and respect them
- Everyone needs support to alter their behaviours and mindset
- Everyone needs to know about the opportunities in order to take them
- Everyone learns differently and at a different pace.

Teaching & Learning

Excellent Teaching and Learning is at the heart of unlocking a child's potential, placing them firmly on the path to future success and brighter futures, whilst nurturing and supporting their wider development.

At the Sheffield Inclusion Centre our teaching and learning model is based on supporting our children to know more and remember more.

Each lesson builds in opportunities to check previous learning, deliver new content, model and support independent practice.

Reading plays a crucial part in our lessons and our children are supported and challenged to become familiar with new subject specific vocabulary.

Curriculum

We know when our children start with us they will have many gaps in their learning. This will be for a number of reasons. As educators our job is to quickly work out where the gaps exist and plug them, all the time building confidence and a sense of success they may not have experienced before.

It is vital that we have high expectations for our children so we give them the best start in life, tooled up with skills and knowledge ready for their next phase of learning.

Every minute at school should be seen as an opportunity to help the child to make progress whether it be academically or socially and emotionally.

The curriculum offered at the centre is personalised in order to meet the individual needs of each pupil.

We look forward to receiving your application and please do not hesitate to request a visit or more information.

About the Role

Job Title: Teaching Assistant

Contract: Temporary
Term time only 37 hours per week

Salary: Grade 5 £27803 FTE – actual salary £23882

Start Date: as soon as possible

Closing date: Until positions filled

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Do you want to make a difference to young lives? At Sheffield Inclusion Centre we are looking for energetic, enthusiastic people to work with our young people.

We are looking to appoint a Teaching Assistant and would welcome applicants from a variety of backgrounds and work experiences.

Applicants will ideally meet the following criteria:

- Ambitious & resilient
- Flexible
- Engage with young people to support in learning & social development
- Experience of working with young people who have social, emotional & behavioural difficulties
- Previous experience as a Teaching Assistant

It is an exciting time to join us as we reshape our service to better suit the needs of the city's children and young people. The successful applicant will join the teaching assistant team.

Main responsibilities include:

- To support learning over all phases of the school, ages 5 to 16
- To provide supervision and activities at social times
- To support young people
- To be a visible and supportive presence in school
- To liaise with home, school and external agencies to support young people in centre
- Support induction and reintegration of young people to and from the school

We are a multi-site school, therefore holding a driving licence would be advantageous.

In turn, we can offer our commitment to your professional development and the opportunity to make a very real difference to the lives of our children.

Application packs are available to download from our website www.inclusion.sheffield.sch.uk or www.sheffield.gov.uk – jobs page.

Please return your completed application form to Debra Blackburn by email to enquiries@inclusion.sheffield.sch.uk

We are committed to safeguarding and promoting the welfare and safety of children and vulnerable adults and expect all staff to share this commitment. All successful candidates will be required to complete an Enhanced Disclosure and Barring Service Check.

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone. Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.

Job Description	
Job Title:	Teaching Assistant
Grade:	5 (inclusive of JWCs) Special School
Responsible to:	Line Manager as defined in staffing structure
Purpose of job:	To work under the guidance of teaching/senior staff and within an agreed system of supervision, to implement work programmes with individuals/groups, in or out of the classroom. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting the teacher in the whole planning cycle and the management/preparation of resources. Staff may also supervise whole classes occasionally during the short-term absence of teachers. The primary focus will be to maintain good order and to keep pupils on task. Teaching Assistants will need to respond to questions and generally assist pupils to undertake set activities
Main Duties and Responsibilities:	<p>The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.</p> <p>Main Duties and Responsibilities</p> <p>SUPPORT FOR PUPILS</p> <ol style="list-style-type: none"> 1. Use specialist (curricular/learning) skills/training/experience to support pupils 2. Assist with the development and implementation of IEPs 3. Establish productive working relationships with pupils, acting as a role model and setting high expectations 4. Promote the inclusion and acceptance of all pupils within the classroom 5. Support pupils consistently whilst recognising and responding to their individual needs 6. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities 7. Promote independence and employ strategies to recognise and reward achievement of self-reliance 8. Provide feedback to pupils in relation to progress and achievement <p>SUPPORT FOR THE TEACHER</p>

9. Work with the teacher to establish an appropriate learning environment
10. Work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
11. Monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
12. Provide objective and accurate feedback and reports as required, to the teacher on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
13. Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems/records as requested
14. Undertake marking of pupils' work and accurately record achievement/progress
15. Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
16. Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed
17. Administer and assess routine tests and invigilate exams/tests

18. Provide general clerical/admin. support e.g. administer coursework, produce worksheets for agreed activities etc.

SUPPORT FOR THE CURRICULUM

19. Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs
20. Implement local and national learning strategies e.g. literacy, numeracy, KS3, early years and make effective use of opportunities provided by other learning activities to support the development of relevant skills
21. Support the use of ICT in learning activities and develop pupils' competence and independence in its use
22. Help pupils to access learning activities through specialist support
23. Determine the need for, prepare and maintain general and specialist equipment and resources

SUPPORT FOR THE SCHOOL

24. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
25. Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
26. Contribute to the overall ethos/work/aims of the school
27. Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
28. Attend and participate in regular meetings
29. Participate in training and other learning activities as required
30. Recognise own strengths and areas of expertise and use these to advise and support others
31. Provide appropriate guidance and supervision and assist in the training and development of staff as appropriate
32. Undertake planned supervision of pupils' out of school hours learning activities
33. Supervise pupils on visits, trips and out of school activities as required

Any other duties and responsibilities appropriate to the grade and role

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

PERSON SPECIFICATION

Minimum Essential	Method of Assessment
Skills /Knowledge	
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	Application Form, Interview
Working knowledge of national/foundation stage curriculum and other relevant learning programmes/strategies	Interview
Understanding of principles of child development and learning processes	Interview
Ability to self-evaluate learning needs and actively seek learning opportunities	Interview
Ability to relate well to children and adults	Interview
Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	Interview
Can use ICT effectively to support learning	Interview
Use of other equipment technology – video, photocopier	Interview
Has sound speaking and listening skills to extend language in discussion	Interview
Can plan, implement and evaluate learning activities	Interview
Has experience of pupil assessment	Interview
Can manage the behaviour of pupils in an appropriate manner	Application Form, Interview
Has a caring positive attitude towards pupils welfare	Interview
Has an awareness of pupils with special educational needs	interview
Can maintain trust and confidentiality where appropriate	Interview
Can assist the school in forming a partnership with parents	Application Form, Interview

Has sufficient practical and organisational skills to contribute to the preparation and management of educational resources	Application Form, Interview
Can complete and maintain pupils records	Interview
Experience, qualifications, and training (if any)	
Appropriate qualification for Nursery setting (if working with early years)	Application Form
NVQ3 for Teaching Assistants or equivalent qualification or experience	Application Form
Training in the relevant strategies e.g. literacy and/or in particular curriculum or learning area e.g. bi-lingual, sign language, dyslexia, ICT, maths, English, CACHE etc.	Application Form
Appropriate first aid training	Application Form
Be willing to undertake essential training including Team Teach	Application Form, Interview
Experience working with children of relevant age	Application Form, Interview
Be willing to undertake essential training, including Team Teach	Application Form. Interview
Work related circumstances	
Can allocate some contractual time to after school staff meetings when appropriate	Application Form, Interview
Can allocate some contractual time to the whole of, or part of, staff training days when appropriate	Application Form, Interview
Can maintain personal presentation that sets high standards for the pupils	Application Form, Interview
To carry out home visits, as required, liaising with PRU staff, pupils and their families/carers	Application Form, Interview
Can work within the spirit of City Council and School Policies to do with Equal opportunities, Child Protection, Health & Safety, Finance, Smoking etc.	Application Form, Interview

Thank you for your interest.

