



Wren's Nest Primary School



Level 3 Teaching Assistant Application - 32.5 hours per week





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Wren's Nest Primary School
Marigold Crescent
Dudley
DY1 3NX

Dear Applicant,

Thank you for replying to our advertisement for the position of Level 3 Teaching Assistant at Wren's Nest Primary School. I hope that you will find this pack helpful. If you would like to learn more about our school, we would be delighted to give you a tour and answer any questions you may have.

Wren's Nest Primary School is based in the heart of the Black Country in Central Dudley. It is a successful school with a growing pupil roll of 520 pupils. We are a dynamic and exciting school with a passion for making a difference and improving outcomes and achievement for every child.

We have a skilled team of highly committed and professional teachers and leaders who work hard. However, there is always much to do and we are always reflecting, improving and developing our school. As part of our ongoing journey, we are now looking to recruit a Level 3 Teaching Assistant, Initially this post is working supporting children, with a hearing, speech and language difficulties, using Makaton, supporting children with physical and cognitive delays and disabilities, to meet the severe and complex needs of specific pupils through individual, small group and whole class activities and targeted interventions.

If you are kind, calm and want to make a positive contribution to the education of children please come and visit us.

Kind regards,

Sarah Parkes
 Headteacher

Are you looking for a new challenge?

We are looking for a Level 3 Teaching Assistant with a SEND focus (32.5 hours) who has what it takes to truly make a difference to children. The purpose of this job is to initially supporting children, with a hearing, speech and language difficulties, using Makaton.



We can offer you:

- A 'good' school with 'outstanding' features (Section 5 OFSTED March 2022).
- 100% focus on improving outcomes for the children in our school.
- Strong support for your further professional development.
- A strong forward thinking leadership team.
- Highly motivated staff and supportive governors.
- A beautiful school building and learning environment in which to work.

To become part of our team as a Level 3 Teaching Assistant you will need to:

- ✓ Experience of working with children in the EYFS and KS1.
- ✓ Experience of working with children with SEND/Physical and mental delays and disabilities.
- ✓ Experience of working with children with complex language difficulties and hearing impairment.
- ✓ Experience of using sign language (BSL) Makaton + appropriate qualification, using a total communication approach.
- ✓ Be highly organised and motivated.
- ✓ Good understanding of child development and learning processes.
- ✓ Demonstrate the vision and values of the school in everyday work and practice.
- ✓ Have experience of delivering and evaluating speech and language and other interventions.
- ✓ Has experience to adapt and layer back mainstream lesson plans



How to apply

1. Read the job description and person specification carefully.
2. Complete the application form electronically and submit through WM Jobs.
3. Include a detailed account of how your experiences in training and/or practice have equipped you to meet the children's needs and a description of your personal interests and strengths and how these might benefit these particular children and the year group in particular. This will be part of your letter of application (supporting statement) and should address the selection criteria detailed in the person specification.
4. If possible, we would like you to visit Wren's Nest, please contact school for the visiting time on offer.

Closing date for applications is: **Monday 24th March 2025.**

Interview: **Friday 28th March 2025**

As part of the interview process applicants may be asked to prepare and present a short activity to the interview panel (no children will be present) which is designed to support an aspect of the needs of this group of children. Details of this will be sent out with a letter should you be successful, inviting you to an interview.

Wren's Nest is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

References will be sought for the shortlisted candidates as part of the recruitment process. Successful candidates will be required to complete an Enhanced DBS.

If you have any queries then please contact the school on: 01384 818515.

We look forward to receiving your application!



Wren's Nest Primary School
Job Description for Teaching Assistant - Level 3
32.5 hours per week, term time only, 39 weeks per year.

Main Purpose of the Job:

Initially this post is working supporting children, with a hearing, speech and language difficulties, using Makaton, supporting children with Down's Syndrome/physical and cognitive delays and disabilities, to meet the severe and complex needs of specific pupils through individual, small group and whole class activities and targeted interventions. The specialisms required are supporting children with a hearing, speech and language difficulties including selective mutism.

NVQ 3 or equivalent is an essential requirement for this role (refer to person specification).

Key Features:

To undertake work/care/support programmes and always seeking balance between inclusion and individual progression.

To develop access to learning across the curriculum and to assist a teacher in the management of pupils within the Nursery setting.

To support teaching staff/SENCO in the development and education of pupils including the provision of specialist skills as appropriate.

To support the nurturing approach to behaviour management.

Main Activities

SUPPORT FOR PUPILS

- Have a sound working knowledge of the assessment plan and review cycle.
- Use specialist skills and training to support pupils with complex language, speech and learning needs.
- Sign (BSL) or Makaton, using a total communication approach.
- Make a substantial contribution to the Individual Learning Plans, their implementation and review.
- Use specialist skills and training to support the pupil with cognition and learning difficulties e.g. encouraging the pupil to engage with and benefit from the planned learning activity, including modifying the activities as agreed with a teacher if the child is making slow progress.
 - Provide feedback to the child in relation to their progress and development.
 - Establish productive working relationships with the child, acting as a role model and setting high expectations.
 - Promote independence and employ strategies to recognise and reward achievement of self-reliance.
 - Design and produce resources to support the learning and social development of the individual pupil.
 - Ensure successful transitions between groups, classes and phases for the child by providing opportunities and resources to facilitate this.
 - To create personalised timetables, social stories etc. to address specific needs.

- Work alongside a number of external professionals (OT, VI, HI, SALT, Physio) and have the ability to transfer the content of their reports into activities, interventions and target.
- Provide detailed written reports as required by paediatricians, H.I., SALT, OT, EP and attend appointments with parents if requested.
- Plan and deliver 1:1 interventions as well as lead small groups, such as phonics.
- Adapt and layer back mainstream lesson plans.

SUPPORT FOR TEACHER/SCHOOL

- Observe and report on the child's performance and progress.
- Design and produce resources to support the delivery of planning with for the child.
- Undertake more complex recording of the child's progress in line with school policy, including detailed observations where appropriate.
- Provide advice and support to the family as appropriate and in line with school policy.
- Implement and evaluate specific curriculum plans and activities for the pupil to meet the individual needs this pupil.
- Contribute to curriculum SEN planning.
- Under the guidance of a teacher, implement agreed work programmes for this pupil and maintaining good order and keeping the child on task.
- Provide guidance and assist in the training and development of staff as appropriate in relation to the child.
- Contribute to the development and maintenance of school policies.
- Participate in working groups on curriculum matters.
- Provide clerical/administrative support e.g., produce resources for agreed activities.
- Determine the need for, prepare and maintain general and specialist equipment and resources.
- Undertake planned supervision of the child's out of school learning activities.
- Supervise the child on visits and trips as required.
- Be aware of and comply with policies and procedures relating to child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Contribute to the overall ethos /work/aims of the school.
- Participate in training, other learning activities and performance development as required.
- Attend and participate in relevant meetings as required.
- All staff in school will be expected to accept reasonable flexibility in working arrangements and the allocation of duties in pursuance of raising pupil achievement. Any changes will take account of salary/ status/hours and will be subject to discussion, in accordance with the guidance note on contractual changes.

Special Conditions

The exact focus of the role will be decided at school level and will take into account the needs of the child, school and the developmental needs of the member of staff.

The salary offered reflects the fact that the post holder will be required to work 32.5 hours per week, term-time only. (39 weeks per year).

March 2025

Start date: April 2025

Person Specification
Teaching Assistant - Level 3
32.5 hours per week, term time only, 39 weeks per year.

Experience

- ❖ Experience of working with children in the EYFS and Key Stage 1.
- ❖ Experience of working with children with Down's Syndrome/ Physical and mental delays and disabilities.
- ❖ Experience of working with children with complex language difficulties and hearing impairment.
- ❖ Experience of using sign language (BSL) Makaton + appropriate qualification, using a total communication approach.
- ❖ Experience of working with children who are not yet mobile.
- ❖ Practical experience of working from EYFS framework and Development Matters to assess the progress of children against age-related expectations.
- ❖ Experience of teaching maths and English skills.
- ❖ Has experience of planning and delivering Letters and Sounds and RML phonics to a child/group of children.
- ❖ Awareness of policies relating to health and safety, equal opportunities, confidentiality, safeguarding, behaviour, attendance and data protection.
- ❖ A good understanding of early language development and how it can influence a child's behaviour, social skills and learning.
- ❖ Has experience of compiling and maintaining children's SEN files for children.
- ❖ Has experience of planning, leading and reviewing tailored interventions to support children with speech and language difficulties.
- ❖ Providing support and advice to parents.
- ❖ Has experience to adapt and layer back mainstream lesson plans.

Qualifications and Training

- ❖ Minimum NVQ Level 3 Early Years Child Care or equivalent is essential to the role (candidates due to qualify are welcome to apply)
- ❖ GCSE English Language Grade C or above or equivalent
- ❖ GCSE Maths Grade C or above or equivalent
- ❖ Attendance at Speech and Language courses.

Practical Skills

- ❖ Be able to adapt, layer back and extend the teacher's planning to meet the child's needs.
- ❖ In relation to meeting the learning needs of the child with complex language needs, the successful candidate must be able to demonstrate that he/she can:
 - Support the school's assessment for learning process.
 - Organise, resource and deliver a group session.
 - Monitor and evaluate progress in line with lesson and SEN plan objectives.
 - Provide objective and accurate feedback to the class teacher, parents and outside agencies including EP, SALT, H.I. OT and have the ability to transfer the content of their reports into activities, interventions and targets.

- Make detailed observations of the child in the classroom and when outside
- Be confident teaching a group of children, including the teaching of Phonics
- Be able to co-ordinate record keeping systems and processes in line with school policy.
- Utilise ICT resources to support the child's learning effectively.
- Record and write using correct English, spelling, grammar and punctuation.
- Deliver consistent, effective and motivating support in and out of the classroom
- Act on their own initiative to optimise learning opportunities.

Personal Qualities:

- ❖ The successful candidate must have:
 - A clear speaking voice with all sounds precisely articulated.
 - The ability to work independently and as part of a team, understanding classroom roles and own position within these.
 - Open and approachable.
 - High expectations of themselves and the child/children they work with.
 - To be a key partner in the development and review of the EHCP process.
 - Provide objective and accurate written and verbal feedback to the SENCO, outside agencies and parents.
 - Relentless positivity and to be highly adaptable to meet the needs of each individual child.

- ❖ The successful candidate must be able to:
 - Smile when things don't go quite according to plan.
 - Form effective, positive and supportive relationships with the child/children, staff and parents.
 - Motivate the child/children who have put up barriers to learning.
 - Work constructively as part of a team and be willing to share their knowledge and experience with other members of the support team.
 - Champion a child's needs.
 - Empathetic but establish clear boundaries.

- ❖ The successful candidate must be:
 - Passionate about raising standards for children.
 - Passionate about working in Early Years.
 - Calm and patient with children.
 - Flexible and creative in their thinking and practical work.
 - Willing to constantly improve their own practice/knowledge through self-evaluation and learning from others.
 - Emotionally literate.
 - Organised!