



WHISTON WILLIS PRIMARY ACADEMY

Milton Avenue, Whiston,
Prescot
L35 2XY
Principal: Mr I. Cooper

Temporary Classroom Support Assistant
Scale 1 SCP6-9, £16,394 - £16,755 + SEN allowance £1,264
27.5 hours per week, Term Time (43.5 weeks)
£10,165 - £10,389 + SEN allowance £784 (actual salary)
Fixed term until 31.08.19 linked to SEN funding

We are looking to appoint a Classroom Support Assistant who will work with and support a pupil in Key Stage 1 with Special Educational Needs from September 2018. There will also be a requirement to take part in the planning, development and implementation of programmes of support for this individual pupil.

In addition, duties will also include working with individuals and groups of students inclusive of specific individual learning needs, enabling access to learning for all students and will assist and support in classroom management and behaviour techniques.

Whiston Willis Primary Academy is a successful primary school and is part of the Wade Deacon Trust.

The Wade Deacon Trust is committed to safeguarding and promoting the welfare of young people and expects all staff and volunteers to share this commitment.

An application form and details are attached. Completed application forms should be returned to j.jones@knowsley.gov.uk or to Mrs J.Jones, Administrator at Whiston Willis Primary Academy, Milton Avenue, Whiston, Prescot, L35 2XY.

Closing date: 12pm Friday 15th June 2018

Interviews to be held week beginning; 18th June 2018



Dear Applicant,

Thank you for your interest in this post at Whiston Willis Primary Academy. We are extremely proud of our learning community and how students and staff work together in order to achieve the highest possible educational outcomes.

This application pack is designed to help you decide whether or not you feel this school is one in which you would like to further your career by helping our young learners to raise their standards of attainment to their maximum potential.

To apply for this post;

1. Review the detail contained in this information pack.
2. Complete the Application Form, ensuring that all boxes are filled in.
3. Outline, in no more than two sides of A4 (Arial font size 12), why you are interested in this post and how you have prepared yourself so far, what contributions you feel you can make to students' development within our school, and any particular areas of strength and expertise you feel you may have
4. Complete the Supplementary Information Form.

Please note that we do not accept or require your CV.

Applications will be assessed on evidence of professional competence, communication skills, leadership qualities and personal attributes.

We look forward to receiving your application.

Yours faithfully,

I. Cooper

Mr I Cooper

Principal



JOB DESCRIPTION

General Information

Job Title: Classroom Support Assistant

Reports to: SEN Co-ordinator

Line Management:

The post holder will be accountable to the SEN Co-ordinator for all initiatives related to this post.

Job Purpose:

- To raise standards in all students' attainment and progress, working primarily with students who need support and intervention to reach their expected grades.

Responsibilities:

Support for the student

- Supervise and provide particular support for students, including those with special needs, ensuring their safety and access to learning activities
- Deal with personal care and comfort of pupils as required in relation to welfare, health, hygiene, toileting, dressing, feeding, mobility and the administering of medicines
- Establish good working relationships with pupils acting as a role model
- Encourage pupils to interact with others and engage in activities led by the teacher
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Promote inclusion and acceptance of all students, self-esteem and independence
- Provide feedback to students in relation to progress and achievement under the guidance and direction of the teacher
- Support the use of specialist equipment and procedures including, moving and handling to meet a child's individual needs
- Respond to pupils minor medical problems administering basic first aid where appropriately trained

Support for the teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson planning and preparation
- In liaison with the teacher, utilise strategies to support students in achieving learning goals
- Assist with the display of students work



- Provide detailed and regular feedback to teachers on students' achievements and progress in an agreed format
- Promote good student behaviour, dealing promptly with conflict and incidents and encouraging students to take responsibility for their own behaviour in line with established school policy
- Provide clerical/administrative support (eg: photocopying, word processing, filing, collecting money etc.)
- Undertake routine tests and invigilate exams and undertake routine marking of students work
- Establish constructive relationships with parents/carers if appropriate
- Undertake student record keeping as requested
- To contribute to the review of students needs
- Be involved in the planning, development and implementation of programmes of support for students with special educational needs
- To escort students as necessary and assist in movement around the school

Support for the curriculum

Under the guidance of the teacher:

- Provide support for structured and agreed learning activities/learning programmes, taking into consideration students learning styles
- Support Literacy/Numeracy programmes recording achievements and progress and providing appropriate reports and feedback for the teacher
- Support the use of ICT in learning activities and develop students competence and independence in its use
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist students in their use

Support for the school

- To be aware of and comply with school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Contribute to the school ethos, aims and development/improvement plan
- Be aware of and support difference and ensure all students have equal access to opportunities to learn, develop and feel valued, respecting their social, cultural, linguistic, religious and ethnic background
- Work as part of a team appreciating and supporting the role of other people in the team
- Attend and participate in meetings as required
- Assist with the supervision of students out of lesson times, including before and after school, if appropriate and within working hours
- Undertake personal development through training and other learning activities including performance management as required
- Accompany teaching staff and students on visits, trips and out of school activities as required
- Assist with the organisation, routines and upkeep of the wider learning environment



This is not a comprehensive list of all tasks which may be required by the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Personal Competencies:

The post holder should have the ability to:

- vocalise the school's vision and aspiration to be a World class school
- be a strong, positive advocate for change
- have excellent attendance
- understand the importance of high expectations across the school and follow all school policies
- support students and members of staff in striving for success
- be flexible and adaptable to any change in circumstances in order to maintain high outcomes
- be positive at all times
- have excellent communication, ICT and organisational skills
- be a role model and act as an ambassador for the Wade Deacon Trust in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.

Note This is not a comprehensive list of all tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.

GENERAL:

This job description is a representative document. Other reasonably similar duties may be allocated from time to time commensurate with the general character of the post and it's grading.

All staff are responsible for the implementation of the Health and Safety Policy as far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.



PERSON SPECIFICATION – CLASSROOM SUPPORT ASSISTANT

CRITERIA	ESSENTIAL	DESIRABLE
A. Education and training	<ul style="list-style-type: none"> GCSE qualification or equivalent in Maths/numeracy and English/literacy Evidence or Continuous Professional Development 	<ul style="list-style-type: none"> Willingness to undertake appropriate first aid training
B. Skills and abilities	<ul style="list-style-type: none"> To have the ability to prioritise and organise own workload Relate to and work with others as a member of a team To have the ability to assist with the development and implementation of Individual Education Plans. 	
C. Experience & Knowledge	<ul style="list-style-type: none"> Proven track record of working with children and young people Understanding of principles of child development, learning styles and independent learning Understanding of inclusion, especially within a school setting Working knowledge of relevant policies/codes of practice/legislation Understanding of statutory framework relating to teaching and learning Ability to relate well to children and adults To have experience and evidence of working with children with emotional and or behavioural issues 	<ul style="list-style-type: none"> Experience of administrating and assessing routine primary tests as well as accurately recording achievement/progress and invigilate exams/tests.
D. Personal qualities	Evidence of <ul style="list-style-type: none"> the ability to relate to and motivate pupils the ability to listen to and understand others constant and consistent expectations of high standards 	
E. Approach to work	Evidence of <ul style="list-style-type: none"> high motivation and professional commitment a flexible approach to working hours a commitment to pupil-centred education a commitment to involving parents as partners in the education process a commitment to and understanding of equality of opportunity 	



Wade Deacon Trust

Interim CEO: Mr I Kirkham

Innovation Enterprise Centre, Birchfield Road,
Widnes, WA8 7TD

www.wadedeacontrust.com

Company No: 08278808

Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;

In addition, the post holder should have the ability to:

- vocalise the school's vision and aspiration to be a world class school
- be flexible to adapt to change
- have excellent attendance
- be a role model and act as an ambassador for Whiston Willis Primary Academy in and outside of the school by speaking positively about the school in the community; upholding a 'Commitment to Excellence' at all times; by dressing appropriately and smartly in a suit or smart skirt / dress / trousers and jacket.

Context

The Wade Deacon Trust

Whiston Willis Primary Academy is a primary school in a growing multi-academy trust; The Wade Deacon Trust. Senior Leaders from the trust work to support and develop partner academies.

<https://wadedeacontrust.com/>