

Spring & Summer Term 2023
Special Needs Professional (Teaching Assistant)
required for The Bridge Integrated Learning Space
Salary Grade: NJC Scale 3 - 4 Salary Pro Rata
Starting Salary: £20,990.30 - £23,151.60 per annum pro rata
32.5 hours per week Monday – Friday
You will be required to work until 4:30pm on set days in order to undertake training

Are you looking for an exciting new challenge?
Are you passionate about children's learning?
Are you an innovative, creative practitioner?
Do you have drive and ambition to be the best that you can be?
Do you relish working in an improving environment where you will be supported all the way?
Would you enjoy being part of a change process which will really make a difference to children's lives?
Do you enjoy using an evidence base to inform your teaching?
Would you like support to be the best that you can be?
Would you like to follow a clear route map through your own professional development?
Would you like to be part of a Trust which promotes research, creativity and staff development?

Then come and meet us!

The Bridge Integrated Learning Space (ILS) is part of The Bridge MAT. The Trust oversees the work of four Special Schools, a Primary School and a Development Centre. The Bridge School has been recognised as outstanding in its last four inspections and The ILS is also recognised as an outstanding School. We know what outstanding looks like and what it takes to get there. The ILS is a free school which opened in January 2015. We cater for a small group of pupils with unique profiles who require a completely individualised curriculum offer. Pupils come from a number of different local authorities. We have an amazing multi-disciplinary staff team who have developed some fantastic practices in working with our young people and their families. However, we do not sit back. We are continually striving to further develop the integrated offer to achieve even greater outcomes.

To view the job description, person specification and to apply for these posts, please visit the vacancies page on our school website; <https://thebridgetrust.academy/vacancies/>

Please return your completed application form together with equal opportunities form to: recruitment@thebridgetrust.academy quoting Job Reference – ILS/SNP – 02/2023

Please note CVs will ***not*** be accepted.

The Bridge MAT is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Successful candidates will be required to complete an enhanced DBS disclosure.

Purpose of the post

To complement the professional work of teachers by supporting learning activities, in line with The Bridge Trust policies and guidance. This may involve supporting learning activities for individuals/ groups or for whole classes. It will involve supporting assessment, recording and reporting on achievement, behaviour for learning, progress and development.

Support for Learning

- Organise appropriate learning environments and resources
- Within an agreed system of supervision support teaching and learning activities for individuals, groups or the whole class
- Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against defined learning intentions
- Record learning using a range of mechanisms
- Provide objective and accurate feedback as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Work within The Bridge Trusts Positive Behaviour support (PBS) policy to anticipate and manage behaviour positively, promoting self-control, communication and independence.
- Escort and supervise pupils on planned educational visits and journeys
- To provide for the management and care of pupils' personal needs, e.g. toileting, changing, dressing, managing and implementing specific eating and drinking programmes.
- Promote the inclusion and acceptance of all learners within the classroom
- Encourage learners to interact and work co-operatively with others and engage all learners in activities
- Promote independence and employ strategies to recognise and reward achievement and self-reliance
- Provide feedback to learners in relation to progress and achievement
- Support the role of parents in pupils' learning and contribute to meetings with parents to provide constructive feedback on learner progress/ achievement etc.
- Work collaboratively with professionals from other agencies to support pupil's learning
- Support or deliver learning activities, within an agreed system of supervision, adjusting activities according to pupil responses/ needs
- Use ICT effectively to support learning activities and develop learners' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of pupils' interests and language and cultural backgrounds

Support for Other Staff

- Support the induction of special needs professionals

School Level Responsibilities

- Supervise pupils during break times (including before and after the pupils' normal school day) and to plan and organise play and club activities as appropriate.
- Take part in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, and as identified in Performance Management Processes, undertake specific training such as may be required to enable you to provide the school with effective support. This may include accredited training. Training may be provided in or out of school.
- Within contracted hours, attend staff meetings as required.
- Respect the confidentiality of pupil information and respond sensitively to pupils' needs
- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, quality assurance, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/ work/ aims of the organisation
- Establish constructive relationships and communicate with other agencies/ professionals, in liaison with the teacher, to support achievement and progress of pupils
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- To take reasonable care for own health and safety and any other person(s) who may be affected by acts or omissions at work, in accordance with Health & Safety legislation.
- To promote the protection and safeguarding of learners through the active implementation of relevant school policies and procedures with particular reference to: child protection policy, touch policy, positive behaviour policy, positive handling policy and the staff code of conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.
- You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per the Local Authority Policy.
- Under take any other reasonable duties from time to time as may be directed by the Headteacher or his/her nominee

Person Specification

	Teaching Assistant Scale 3	Teaching Assistant Scale 4	Higher Level Teaching Assistant Scale 6 In addition to SNP:	Outreach/ Behaviour Teaching Assistant SO1 In addition to TA
Experience	<p>Experience of working with children of relevant age in a learning environment</p> <p>Experience of working with children with special educational needs</p>	<p>Significant experience of working with children of relevant age in a learning environment</p> <p>Significant experience of working with children with special educational needs</p>	<p>Experience working with children of relevant age in an SEN learning environment</p> <p>Experience of supporting other staff</p> <p>Successful experience in the use of coaching strategies with colleagues in order to improve learning outcomes</p> <p>Experience of working with families in school/ home settings</p>	<p>Significant experience working with children with autism/behaviour difficulties</p> <p>Experience of supporting other staff</p> <p>Experience of working with families in school/ home settings</p>
Qualifications/ Training	Evidence of qualifications at or equivalent to L2 English and Maths	Evidence of qualifications at or equivalent to L2 English and Maths Attended relevant courses	Evidence of qualifications at or equivalent to L2 English and Maths Educated to level 3 with relevant qualifications Evidence of CPD/ accreditation in SEN	Educated to level 3 with relevant qualifications Evidence of CPD/ accreditation in SEN
Knowledge/ Skills	<p>Can use ICT effectively to support learning</p> <p>Proven ability to communicate effectively both verbally and in writing.</p> <p>Good organisational skills including the ability to set and manage priorities</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>	<p>Can use ICT effectively to support learning</p> <p>Proven ability to communicate effectively both verbally and in writing.</p> <p>Full working knowledge of relevant policies/codes of practice/legislation</p> <p>Working knowledge and experience of implementing a curriculum</p> <p>Good understanding of child development and learning processes</p> <p>Good organisational skills including the ability to set and manage priorities</p> <p>Ability to support colleagues</p> <p>Constantly improve own practice/knowledge through self-evaluation and learning from others</p> <p>Ability to relate well to children and adults</p> <p>Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these</p> <p>Demonstrate a commitment to the protection and safeguarding of children and young people.</p>	<p>Planning and delivery of whole organisation CPD activities</p> <p>Ability to lead meetings and deliver written reports in an organisational structure</p> <p>Proven ability to work independently without direct supervision</p>	<p>Evidence of successfully initiating and delivering initiatives and projects in a school setting</p> <p>Experience of delivering training to groups of adults</p> <p>Expert knowledge of autism/behavior</p> <p>Team Teach trainer</p>
Equal Opportunities		Commitment to implementing the school's Equal Opportunities Policy		
Continuing Professional Development		Willingness to undertake additional training/ staff development as appropriate	Ability to reflect on your own professional practice	Ability to reflect on your own professional practice