

Tapton
SCHOOL

ACADEMY TRUST

Realising the life chances and dreams of every child

Level 3 Teaching Assistant

SEN and Nurture group support

Candidate Information Pack



Registered address: Tapton School Academy Trust, Darwin Lane, Sheffield, S10 5RG
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Charitable Limited Company Registration Number: 07697171.
Registered office: England and Wales. VAT Number: 134392225.





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Thank you for your interest in joining TSAT.

We were established in 2011 and operate a family of schools across Sheffield, offering education from early years to sixth form.

At the heart of all our endeavours is outstanding teaching, high quality learning and effective support for individual needs.

We employ over 900 staff and work hard to foster the right conditions to make the Trust a great place to work. We know that our staff are our greatest resource, and put in place support and opportunity to enable colleagues to progress within the Trust and reach their full potential.

Thank you again for your interest in joining us and the best of luck with your application.

David Dennis,
CEO

About TSAT

Since forming in 2011 TSAT has grown to 9 schools, 5 primary and 4 secondary, providing learning to over 7,500 learners from 2 – 18.

Collaboration is at the heart of our Trust. Our aspiration, with distributed leadership across TSAT, is to be greater than the sum of our parts.

Our Vision : To realise the life chances and dreams of every child.

Our Mission : To provide a safe place to be; provide great teaching and learning; create an environment where all opportunities are in reach.

Our Values

- A culture of professionalism.
- A focus on nurture as well as achievement.
- Involvement of the family and wider community in everything we do.
- Make visible those who feel invisible through disability, poverty, ethnic or cultural disadvantage.
- Mutual support and development.
- The health, well-being and safety of all our people.

Our ways of working

- Schools sign up to our 'Mission, Vision and Values' and collaborative ways of working.
- Schools collaborate 'in partnership for excellence with TSAT'
- Each has something to bring to the table and can lead on this.
- Schools retain their identity and are part of something special.
- Differentiated solutions according to support needs.
- Mentoring, coaching, directing.
- A clear [scheme of delegation](#) and decision making to ensure that all our children get the best educational experience.

For further information please visit the Trust website: [TSAT - Home \(taptontrust.org.uk\)](https://www.taptontrust.org.uk)

Our Schools

Our five primary and four secondary schools work in close partnership with the aim of realising the life chances and dreams of every child and becoming an outstanding Trust.

Each of our schools has its own distinctive character, reflecting the local community it serves. Children joining us have a broad range of abilities and social backgrounds. We recognise and celebrate different aptitude and interests and believe that everyone can develop through dedication and hard work, leaving our schools fully prepared for successful lives.

Primary Education

4 of our 5 primary schools are Ofsted rated 'Good' giving our children an excellent start to their education and preparing them fully for their secondary transition.

[Primary Education](#)

Secondary Education

Our secondary schools work in close collaboration to further develop our curriculum and outcomes.

Our sixth form provision is Ofsted rated 'Good' or 'Outstanding'

[Secondary Education](#)

Central Services

Our support staff are highly valued and we offer a range of central services to our schools to enable them to concentrate on outstanding teaching, high quality learning and effective support for individual needs. Services include:

- Catering
- Communications and Marketing
- Facilities
- Finance
- Governance
- HR
- IT
- School Improvement.

About Southey Green Primary School and Nurseries.

Southey Green are committed to giving our children the very best education. We recognise the individuality of every child and young person and aim to ensure that each one achieves their full potential.

The curriculum is unique and personalised to Southey as it incorporates a range of key elements aimed to remove specific barriers to children's learning and enrich children's experiences to ensure that they leave our primary school as successful learners.

- **Our aim is that children leave our school:**
- **As [responsible](#) members of society.**
- **With curious minds and a developing understanding of the world around them.**
- **Articulating ideas while being [respectful](#) and considerate of others views.**
- **With raised aspirations – children are [ready](#) to take on new challenges.**
- **Literate and numerate.**

The school was inspected in October 2021 and was graded 'Good' in all areas. Ofsted stated that 'Pupils are happy, keen and engaged. Pupils, staff, parents and carers appreciate the family feel of the school.' Pupils said, 'School is just marvellous.' Staff have high expectations and aspirations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils live up to these expectations; they are ever mindful of being 'Ready, Respectful and Responsible'. They have positive attitudes to learning and enjoy all that they do.

The school has a 32 place two year old provision and a three/four year old nursery with a 78 place capacity often giving 156 children on roll in the nursery.

The Senior leadership team is made up of a Headteacher, six assistant Headteachers, and an inclusion lead. It also has a large Inclusion/SENCO team.

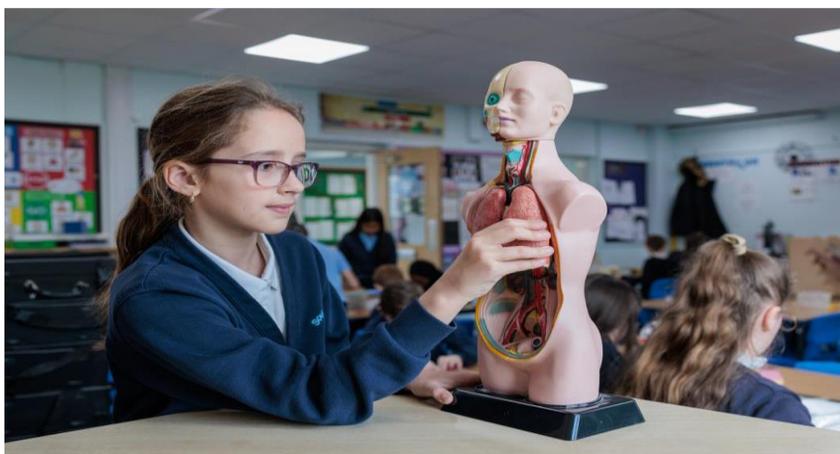
The School has a new individual governing body.



The Role

We are seeking to appoint a Level 3 Teaching Assistant to support our SEN children across the school. The Teaching assistant will support the delivery of quality first teaching in classrooms and with individuals and small groups of children. They will deliver specific interventions and specialist support.

Salary Range:	Grade 4 £24,294 - £26,421
Responsible To:	Assistant Headteacher for Inclusion / Headteacher
Responsible For:	<ul style="list-style-type: none">• Learning support for children across the school when needed.• To address the individual needs of children with EHCPs and extended support plans.• To work alongside staff delivering nurture based principles (Nurture provision)
Holidays:	Term time Holidays in line with the Sheffield school calendar
Benefits:	<ul style="list-style-type: none">• Cycle to Work Scheme• Occupational Health• Wellbeing Programme• Continuous CPD and Training



Responsibilities

Work with children	<ul style="list-style-type: none">• Plan and complete activities linked with children's individual extended support plans and EHCPs• Undertake intervention support for small group and individual children and feedback to class teacher.• Support within the classroom environment to ensure that children are accessing learning.• Support children through breaktimes and lunchtimes.• Being a champion, advocate and voice for students, valuing their opinion and involvement in school activities.• Support children with life skills and personal hygiene where necessary.• Work alongside staff in nurture group to plan and deliver a more personalised curriculum.• Undertake breakfast and after school provision within contracted hours.• Liaise with class teachers and SENCO's to feedback progress towards personal targets.
Identification Responding Reporting	<ul style="list-style-type: none">• Follow school systems of recording to ensure that they are rigorous, accurate and in line with school/Trust policies.• Monitor and respond to the school reporting systems (CPOMS) to ensure that incidents are followed up and dealt with in an appropriate and timely manner.• Complete case studies and intervention logging to show progress of individuals and small group intervention support.• Meet with professionals to discuss progress as part of reviews.• Promote positive values, attitudes and behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
Working with others	<ul style="list-style-type: none">• Represent the school by liaising with external agencies, colleagues and multi-agency teams as required.• Explore and build relationships with other educational providers that would be of benefit to the school, children and parents.• Support handover to and from parents in the morning and afternoons• Participate in SPD alongside staff, working collaboratively and sharing ideas.
Additional Responsibilities	<ul style="list-style-type: none">• The ability to converse at ease with members of the public and students and provide advice in accurate spoken English is essential to the role.• To undertake any additional responsibilities and duties, commensurate with the post, as requested by the Headteacher.• To maintain high levels of confidentiality and professionalism at all times.• Support the vision, ethos and policies of the Trust, ensuring the school meets all statutory safeguarding requirements.• Any other related duties and responsibilities as may arise

The Person

Knowledge and Experience	Experience of working with primary aged children
	Level 3 TA qualification
	Up to date knowledge of teaching strategies to support children with Special Educational Needs.
Experience	Experience in working with children including disadvantaged children to secure the highest outcomes
	Experience of delivering interventions to support progress in attainment in Reading, Writing and Maths
	Has worked successfully with children, parents and staff
	Has experience of working effectively with children with a wide ability range including higher attainers/SEND children
	Has experience of working in classroom settings offering support so that children can engage and succeed in their learning.
Skills	Excellent time management, motivational and communication skills that inspire high ambition throughout school.
	A highly effective person who is able to work as part of a team.
	Personal skills to establish excellent working relationships with all members of the school and wider community
Personal Characteristics	Conviction that all children can succeed and a commitment to securing the highest care for all.
	The personality to engage and enthuse staff, children and parents.
	Be flexible and approachable, remain resilient under pressure and show a positive and energetic attitude to work.
	An ability to analyse and interpret information to make informed decisions and exercise good judgement
	Be personally committed to the development and welfare of every child
	A commitment to the safety and safeguarding of children and staff.
	Show total commitment to the school's wider community.

How to apply

Informal discussions about the role and visits to the school are warmly welcomed. Please contact us to arrange:

- Main School Office 0114 2326879
- enquiries@southeygreen.sheffield.sch.uk

Applications for this role are via the TES website. If you require a paper of the copy of the application form please contact us:

enquiries@southeygreen.sheffield.sch.uk .

The closing date for applications is 12 noon on **Friday 17th November** Interviews will be held **Wednesday 22th November**

Safeguarding

TSAT is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All candidates will be subject to the following employment checks:

Shortlisted Candidates:

- References will be requested before interview.
- A Criminal Convictions Disclosure Form will be requested at interview.
- Evidence of identity / right to work in the UK will be requested at interview.
- Qualification certificates will be requested at interview.
- Disclosures concerning child protection investigations, relationships with pupils, employees, governors or trustees, prohibition orders and section 128 directions (where applicable) will be requested at interview.

- We may conduct online searches for shortlisted candidates prior to making our final decision. If any information obtained from the online searches raises concerns around someone's suitability for the role or to working with children then this may be raised with the candidate at interview and/or we may take advice from the local authority children's services.

Successful Candidates:

- Successful candidates will be required to undertake a DBS Enhanced Disclosure (with barred list) check.
- Successful candidates will be required to complete a Childcare Disqualification under the Childcare Act 2006 Declaration (for applicable posts).
- Pre-employment medical screening.

Please note: Canvassing of any employee, Trustee or member of the Local Governing Board directly or indirectly is prohibited and your application will be disqualified.

Policies

Our approach to safeguarding, and school safeguarding policies can be found on the Trust website: [TSAT - Safeguarding \(taptontrust.org.uk\)](https://www.taptontrust.org.uk)

Equality & Diversity

We are committed to providing equality of opportunity for all and ensuring that all stages of recruitment and selection are fair and that applicants are not discriminated against on the grounds of race, nationality, gender, religion, age, disability, marital status or sexual orientation. [Click Here](#) to access TSAT's Equality and Diversity Statement.

Data Protection

As part of the recruitment process, we need to collect your personal data. For more information about what we do with your personal data, please see our Recruitment Privacy Notice on the [policies page](#) of our website.