

BARDFIELD ACADEMY – SEN 1:1 TEACHING ASSISTANT & MIDDAY ASSISTANT

Contract:	Fixed term contract – ending 31 ST August 2025
Hours:	32 hours 40 minutes (Monday to Friday)
Working weeks:	38 working weeks - term time only
Salary:	Scale 3, Points 5 to 6 (dependant on qualifications and experience) £17,819.01 – £18,108.52 (actual salary)
Application Closes:	Thursday 14 th November 2024
Interview Date:	Wednesday 20 th November 2024

At **Bardfield Academy**, we prioritize creating a nurturing educational environment where safety, security, and happiness are paramount. Our guiding ethos, 'Striving to Achieve, Together we'll Succeed!', underscores our commitment to collective growth and success. We are part of the South Essex Academy Trust (SEAT), a dynamic network of schools that champion collaboration and mutual support. SEAT is a multi-academy trust comprising a family of primary schools that actively work together to achieve the best possible outcomes for children and staff.

We are seeking an enthusiastic SEN 1:1 Teaching Assistant and Midday Assistant to join our dedicated and supportive team. The position will be working 1:1 with a Year 6 child who has ADHD/ASD/social communication difficulties, emotional dysregulation, and sensory issues. Experience is desirable but not essential. As a SEN 1:1 Teaching Assistant and Midday Assistant, you will play a fundamental role in fostering a nurturing and inclusive learning environment where every child can thrive.

The successful candidate will be required to work 32 hours 40 minutes per week, Monday to Thursday 8.15am to 3.30pm and Fridays 8.15am to 2.00pm, and you will need to be able to follow a 'One Plan' under the guidance of the Class Teacher and SENCO.

We would like to hear from you if you:

- Are seeking a rewarding role.
- Have a NVQ Level 2 in learning support or early years, or equivalent qualification or experience.
- Have good literacy and numeracy skills (GCSE grade A-C or Level 4 and above).
- Have strong communication skills and positive behaviour management.
- Flexibility to be able to adapt to a child's needs in the moment and can establish trust and instil confidence.
- Have an understanding of working with an EHCP/One Plan.
- Have experience working with children in a school or early year setting.
- Have experience of working with SEND children, particularly ADHD, ASD, social communication and emotion regulation difficulties and sensory issues (Desirable).
- Have a good understanding of child development.
- Have the ability to remain calm under pressure and maintain composure in challenging situations whilst being patient and understanding.
- Have the ability to build trusting and meaningful relationships with children who show heightened levels of emotional dysregulation and an ability to support a child in returning to a regulated state.

What We Offer You:

- The opportunity to join a growing Multi-Academy Trust of primary schools that collaborate closely for the benefit of all.
- Access to ongoing training empowering you to grow and excel in your role.
- The chance to work alongside a dynamic and collaborative team of classroom support, teachers, leaders, and a central team dedicated to the success of all pupils and staff alike.
- An additional week's holiday in October resulting in a 2-week break during this term.
- The privilege of working with engaged and enthusiastic pupils who are proud to belong to our school and enjoy learning in a stimulating environment.
- A comprehensive Employee Assistance Programme available to all employees, providing you with the support you need whenever you need it.

Take the Next Step:

Visits to our school are warmly welcomed and encouraged. Please contact the office team directly at 01268 553488 to schedule an appointment. We hope to meet you.

We encourage you to submit your application at your earliest convenience as we reserve the right to close this job opportunity early.

Bardfield Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. We follow safer recruitment practice and appointments are subject to satisfactory DBS certification and references.

As part of the South Essex Academy Trust we are an equal opportunities employer.

How to apply:

If you would like to apply for this position, please click the following link to access our application form: [Career Opportunities – South Essex Academy Trust \(seacademytrust.co.uk\)](https://seacademytrust.co.uk/Career-Opportunities).

Once completed please send to Sarah O'Donnell, Recruitment Consultant at recruitment@seacademytrust.co.uk along with your Recruitment Monitoring Information form.

Please take care to complete the application in full as incomplete applications will not be considered.

Job Description and Person Specification below

Job Description

Job Title	SEN 1:1 Teaching Assistant and Midday Assistant
Grade	Scale 3
Reports to	Headteacher, Deputy Headteacher, Class Teacher, SENCO
Liaison with	Teaching staff, Learning Mentor, support staff, Headteacher, Deputy Headteacher and pupils.
Job Purpose	To work in partnership with class teachers to assist pupils' with moderate needs and to support their learning in line with the national curriculum, codes of practice and school policies and procedures.
Principal Accountabilities	Working with individuals or small groups of children under the direction of teaching staff Provide support to pupils with moderate learning, behavioural, communication, social, sensory or physical difficulties.
Duties	<ul style="list-style-type: none"> • Interact with, and support pupils, according to individual needs and skills. • Implement planned learning activities / teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate. • Establish positive relationships with pupils supported. • Provide feedback to pupils in relation to attainment and progress under the guidance of the teacher. • Support pupils with activities which support literacy and numeracy skills. • Support the use of ICT in the classroom and develop pupils' competence and independence in its use. • To attend to pupils' personal needs including help with social, welfare, care and health matters. • Promote positive pupil behaviour in line with school policies and help keep pupils on task. • Participate in planning and evaluation of learning activities with the teacher, writing reports and records as required. • Assist with implementing EHCP targets and One plans • Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved easily to the attention of the teacher. • Assist the teacher and other staff in the implementation of care programmes. • To support learning by selecting appropriate resources / methods to facilitate agreed learning activities. • To assist with the preparation, maintenance and control of stocks of materials and resources.

	<ul style="list-style-type: none"> • Liaise with staff and other relevant professionals and provide information about pupils as appropriate. • To assist with the display and presentation of pupils' work. • To supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities. • To assist with escorting pupils on educational visits. • To assist pupils during activities e.g. swimming, PE.
<p>General</p>	<ul style="list-style-type: none"> • To understand and apply school policies in relation to health, safety and welfare. • Attend relevant training and take responsibility for own development. • Attend relevant school meetings as required. • To respect confidentiality at all times. • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with Line Manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace. • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy. • The Trust Board is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. <p>The duties above are neither exclusive nor exhaustive and the postholder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>

Person Specification

A – Application Form I – Interview

1. Qualifications and Experience	Essential	Desirable
Successful experience working with children in a school/early years Foundation Stage environment (A&I)	✓	
Educated to NVQ Level 2 in learning support/early years, NNEB or equivalent qualification/experience (A&I)	✓	
Experience working with ASD children (A&I)		✓
Experience working with ADHD children (A&I)		✓
Experience working with SEMH children (A&I)		✓
Good understanding of different ways of communicating with SEND children (A&I)		✓
Good understanding of different styles of learning (auditory, visual, kinaesthetic) (A&I)		✓
Good understanding of strategies to support SEND children (A&I)		✓
Good understanding of KS1 curriculum (A&I)		✓
Basic knowledge of First Aid (A)		✓
Good reading and writing skills (A&I)	✓	
Good numeracy skills (A&I)	✓	
Knowledge of basic ICT to support learning (A&I)	✓	
2. Communication	Essential	Desirable
Ability to write basic reports (A &I)	✓	
Ability to use clear language to communicate information unambiguously (I)	✓	
Ability to listen effectively (I)	✓	
Overcome communication barriers with children and adults (I)	✓	
Consult with children and their families and carers and other adults (I)	✓	

3. Working with children	Essential	Desirable
Understand and implement the school's behaviour management policy (A&I)	✓	
Ability to understand and support children with developmental difficulty or disability (I)	✓	
Good understanding of the school curriculum & knowledge of literacy/numeracy strategies (A&I)	✓	
Good understanding of the general aspect of child development (A&I)	✓	
Ability to assess progress and performance (A&I)	✓	
Understand and support the importance of physical and emotional wellbeing (A&I)	✓	
4. Working with Others	Essential	Desirable
Understand the role of others working in and with the school (A&I)	✓	
Understand and value the role of parents and carers in supporting children (A&I)	✓	
Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults(A&I)	✓	
Ability to work effectively with a range of adults (A&I)	✓	
Ability to follow instructions accurately (A&I)	✓	
Know when, how and with whom to share information (A&I)	✓	
5. Responsibilities	Essential	Desirable
Good organisational skills (A&I)	✓	
Ability to have a therapeutic approach to behaviour (A&I)	✓	
Ability to remain calm under pressure (A&I)	✓	

Ability to support the work of volunteers and other teaching assistants in the classroom (A&I)	✓	
Ability to manage own time effectively (A&I)	✓	
Demonstrate creativity and an ability to resolve routine problems independently (A&I)	✓	
6. General	Essential	Desirable
Awareness of and commitment to equality (I)	✓	
Basic understanding of Health & Safety (I)	✓	
Understand and implement child protection procedures (I)	✓	
Understand procedures and legislation relating to confidentiality (I)	✓	
Be prepared to develop and learn in the role (I)	✓	