

Application Pack



Castle School
Courtney Way
Cambridge
CB4 2EE
01223 442400
office@castle.cambs.sch.uk

Teaching Assistant – Level 2

Thank you for your interest in the above position.

If you would like to apply for a role please complete the application form (available on www.castleschool.info) and send it to the above postal or email address together with your letter of application. Your letter of application must indicate the specific role and hours you are interested in.

Your letter of application should include why you believe you are suitable for this post by referring to the enclosed job description and person specification. CVs will not be accepted.

Please note that the interview date published on our website has been specifically chosen according to the availability of the panel. You are advised to keep this date free if you are interested in this vacancy. We are unable to reschedule interviews.



Teaching Assistant - Level 2

Pay Scale Point 5 - 6

Role	Hours per week	Working Pattern		Weeks per year
		Term Time	Training Days	
Midday TA	15 hrs	11:00 am – 2:00 pm	11:00 am – 2:00 pm	Term time + 5 days
School Day TA	27.25 hrs	8:45 am – 3:15 pm	9:00 am – 3:00 pm	Term time + 5 days
Extended Day TA	32.5 hrs	8:45 am -3:45pm/5:00pm alternate Mondays 8:45am – 4:30pm – Tuesday 8:45am – 3:45pm – Wed – Friday	9:00 am - 4:00 pm	Term time + 3 days

The job holder will work with the Classroom Teacher(s) and other Teaching Assistants to support therapeutic teaching and the ethos of the school.

These expectations may fall in the following four areas:

Support for Children

- In conjunction with the Class Teacher, therapists and the leadership team, adapt learning activities to meet the needs of the pupils.
- Take responsibility for delivering learning activities with individuals and small groups within the classroom, specialist and outdoor areas of the school and within the wider community and locality.
- Establish and maintain supportive relationships with pupils, parents and carers and other staff.
- Provide learning support using a range of techniques and technologies to meet each child's specific need.
- Promote inclusion for all pupils.
- Provide support for and/or implement personal care and nutrition programmes according to each student's level of independence.
- Support the management of pupil behaviour and wellbeing using agreed techniques.

Support for the Teacher

- Assist in maintaining student assessment records.
- Contribute to reports on pupil progress and development as directed.
- Monitor and track progress against pupils' EHCP outcomes and targets. Provide feedback as required.
- Contribute to planning and evaluation.
- Organise the learning environment and develop classroom resources.
- Undertake general administrative support activities e.g. photocopying, display, resource preparation etc.

Support for the Curriculum

- Support the delivery of the school curriculum.
- Provide additional support for students as required.
- Respond to pupils' individual needs by delivering appropriate activities and interventions.
- Respond to individual need adapting the curriculum as necessary

Support for the School

- Develop effective working relationships.
- Maintain a safe and healthy environment.
- Participate fully in procedures for Performance Management and Review
- Be responsible for their professional development and training.
- Attend and actively participate in staff meetings when required.
- Support and contribute to the development of other Teaching Assistants.
- Assist in facilitating school events.
- Attend three training days per year.
- Be prepared to work across all Key Stages.

Undertake other tasks, commensurate with the grade and level, which the Headteacher may feel appropriate.



Person Specification

Person Specification	Essential	Desirable
Communication & Literacy		
Confident, clear and polite when communicating with a variety of audiences (staff colleagues, governors, parents, pupils, contractors, neighbours).	X	
Competent and confident using a range of communication technologies including school phone system, Evidence for Learning and MS Outlook for email communication.	X	
Functional literacy and numeracy skills sufficient to be able to complete tasks that support the smooth running of the school e.g. <ul style="list-style-type: none"> Support pupils with their learning Annotate evidence within an online platform Provide written feedback to parent's, pupils and other staff Support the organisation of trips and other extra-curricular activities Complete forms: orders, expenses claims, absence etc Read, understand, implement and comply with school policies, procedures and risk assessments. 	X	
Personal Qualities		
Able to work with and engage students aged 3 to 19	X	
Able to work with children with a range of SEND	X	
Able to adapt own practice to meet the needs of pupils	X	
Show a positive attitude towards pupil welfare and wellbeing	X	
Commitment to ensuring all health and safety advice is followed	X	
Honest, discrete and trustworthy	X	
Reliable and punctual	X	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X	
Able to work without close supervision to ensure tasks are completed	X	
Good attention to detail	X	
Able to support pupils in a range of environments both in and out of school	X	
Energetic and enthusiastic; pro-active in identifying what needs to be done and getting on with the job	X	
Remain calm in emotionally charge situations; behaves to de-escalate tension; Copes well with short-term changes in priorities	X	
Work well as part of a team.	X	
Have a willingness to train and develop new skills	X	
Motivation to work with children and young people	X	
Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X	
Skills and Experience		
Experience of/training in basic administrative skills, particularly record keeping	X	

Person Specification	Essential	Desirable
Basic understanding of child development and learning	X	
Understanding of relevant policies/codes of practice and protocols		X
Knowledge of safeguarding		X
Awareness of relevant legislation relating to schools and pupils with SEND e.g. keeping Children Safe in Education		X
Knowledge of a range of Special Needs and Disabilities		X
Knowledge of approaches that support the development of communication skills e.g. MAKATON, PECS, Augmentative and Alternative Communication (AAC)		X
Previous experience of a school environment		X
Previous experience of a special needs environment		X
Experience of assessing risk and writing/contributing to risk assessments		X
Experience of using: Evidence for Learning, SIMS (registers and pupil information)		X
Previous experience of administering medication or willingness to develop this as part of the role		X
Physical Abilities		
Physically fit enough to participate in and engage children with a range of curriculum activities such as play, community outings (on foot, by bus and school minibus) and PE lessons	X	
Physically fit enough to support manual handling of students aged 3-19 to complete a range of tasks including intimate care, lifting, physiotherapy, changing position, manoeuvring wheelchairs, supporting students who have mobility and balance challenges	X	
Physically and emotionally resilient when dealing with a range of challenging behaviours some of which may require physical intervention	X	
Physically able to provide a range of routine and emergency interventions including intimate care, administration of routine medicines, resuscitation – training will be provided	X	
Able to engage in and keep children safe during a range of practical lessons including some higher risk activities e.g. food preparation, STEM activities, outdoor education, adventurous play		X
Able and willing to provide basic emergency first aid		X
Able and willing to participate in a range of physical activities including cycling, rebound therapy (trampolining), horse-riding, Forest School and social action projects (community volunteering)		X
Able and willing to participate in water-based activities with students including swimming, hydrotherapy and outdoor watersports		X



Policy Statement on the Recruitment of Ex-offenders

In accordance with the Disclosure and Barring Service Code of Practice, this policy is made available to all job applicants at the outset of the recruitment process. The DBS Code of Practice is available at <https://www.gov.uk/government/publications/dbs-code-of-practice>.

- As an organisation that uses the Disclosure and Barring Service, the Governing Body of the School complies fully with the DBS Code of Practice and undertakes not to discriminate unfairly against any subject of a Disclosure based on conviction or other information revealed.
- We meet the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020), which requires you to disclose convictions and cautions except those which are 'protected' under Police Act 1997 – Part V and the amendments to the Exceptions Order 1975 (2013 and 2020). Guidance on the filtering of 'protected' cautions and convictions which do not need to be disclosed by a job applicant can be found at the [Ministry of Justice](#). A DBS check will therefore be carried out before the appointment to any job at the School is confirmed. This will include details of convictions and cautions (excluding youth cautions, reprimands or warnings) that are not 'protected' as defined by the Ministry of Justice. A criminal record will not necessarily be a bar to obtaining a position.
- We are committed to the fair treatment of applicants on all protected grounds and in relation to all history of offending.
- We promote equality of opportunity for all with the right mix of talent, skills and potential and welcome applications from a wide range of candidates, including those with criminal records. We select all candidates for interview based on their competencies, qualifications and knowledge.
- We are committed to the fair treatment of our staff, potential staff or users of our services, regardless of race, gender, religion, sexual orientation, responsibilities for dependents, age, physical/mental disability or offending background.
- We select all candidates for interview based on their skills, qualifications and experience
- Application forms and recruitment information will contain a statement that job applicants will be required to disclose their criminal record if they are invited to interview and a DBS check will be carried out if they are offered the job. The information will only be seen by those who need to see it as part of the recruitment process.
- At interview, or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the job sought could lead to the withdrawal of an offer of employment.
- We undertake to discuss any matter revealed in a Disclosure with the person seeking the job before withdrawing a conditional offer of employment.
- We ensure that people at the School who are involved in the recruitment process have access to professional advice to identify and assess the relevance and circumstances of offences. We also ensure that they have received appropriate guidance in the relevant legislation relating to the employment of ex-offenders, e.g. the Rehabilitation of Offenders Act 1974.

Having a criminal record will not necessarily bar you from working at the School. This will depend on the nature of the position and the circumstances and background of your offences.