



GTA/ MSA/ After School Club
Assistant
Supporting Information

Our School

Our Vision

At Western we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Our Values

Honesty Kindness Respect

Our Ethos

Western's ethos is centred around a supportive community; this is a body of people who all share the same aims and includes pupils, parents, staff, governors, and other parties such as secondary schools and local businesses.

Together, this community has built and maintains, an open, nurturing and inclusive environment where children can take advantage of exciting and engaging learning experiences in an atmosphere of trust, belonging and happiness. The Western community is one which embraces innovation and risk-taking in order to be at the forefront of the evolving educational landscape.

Our community recognises and respects that all children are different and, whilst we understand the importance of achievement in the core curriculum subjects, we also recognise excellence in expressive and performing arts, sport and the use of technology as well as the importance of healthy minds and bodies.

We want our children to develop a set of values that will stand them in good stead now and in later life. These include a sense of community, and responsibility. Children are encouraged to be kind and considerate, and to have respect and show tolerance for all. The promotion of British values and an understanding of the spiritual, moral, social and cultural aspects of learning are at the heart of what we do.

Western Primary School – Our Teaching Team

Western Primary School is a larger than average Primary School with a Nursery taking children from age 2. We have enthusiastic children, talented and committed staff, dedicated governors and supportive parents.

We are looking for a skilled and dynamic teaching assistant who can

work alongside the other members of the nursery team to further enhance the educational provision for our nursery pupils in this school. The person appointed will be fully supported by the other members of staff.

We wish to appoint a teaching assistant of quality, with enthusiasm for the job and the ability to inspire the children.

Our main aim is to provide the highest quality learning opportunities for all of our children to enable them to achieve their full potential in a safe and stimulating environment. We expect all our staff to share this commitment and as a member of teaching team, the impact you can make is significant!



As a teaching assistant at Western it is essential that you are organised, innovative, confident, a team player and a skilled communicator. As a school aiming to be an Apple Distinguished School you will have excellent ICT skills and be willing to embrace innovation. As a 'coaching' school we can offer you opportunities to further develop your skills, knowledge and experience through on-going career development in a supportive environment.

Western Primary School – SEND / Inclusion

At Western, we take a whole school approach to Inclusion. *Every* member of staff is an essential part of the Inclusion Team. We work together to ensure every child in every class achieves the best possible outcomes- academically, socially and emotionally.

We care about the development of the whole child. We believe happy, relaxed, confident children make better learners.

We have high expectations for *all* children. We believe that there *is* a way to help every child achieve more. We recognise that some

children may need additional provision to support their individual learning needs.

In collaboration with parents, carers and the support of external agencies, we aim for all children to make outstanding progress from their starting points.

[The Red Kite Learning Trust](#)

We are a member of the “Red Kite Teaching School Alliance” which is a partnership of Yorkshire schools and institutions across all phases, primary, secondary and special, from inner city locations to rural contexts, that have come together to share our skills, experience, talent and capacity to help improve the learning and achievement of young people across Yorkshire and the Humber.

The Trust was formed in 2015 by three founding schools: Western Primary School, Oatlands Junior School and Harrogate Grammar School whose aim was and continues to be to work together to ensure Excellence for All. Since then the Trust and Alliance have continued to expand as more schools have joined our endeavours.

We are seeing the benefits for young people by working more closely together and have welcomed the insight and expertise that both our primary and secondary colleagues have provided. We look forward to the Trust developing further over the years, allowing extended collaborative working across all of our schools, and providing even better provision for our young people. Being part of this Multi-Academy Trust provides additional security and opportunities for our staff in particular the opportunities to share the specialist skills and knowledge with colleagues across both primary and secondary phases.

<https://www.redkitealliance.co.uk/our-alliance/>



The success of our school is dependent on the quality, talent and commitment of our staff, which is

why we want to make sure we recruit the right people who will share and contribute to our aims and vision.

Apple Distinguished School

At Western, we are very proud to be working towards being an Apple Distinguished School. We are a centre of innovation, leadership and educational excellence using Apple products to inspire creativity, collaboration and critical thinking. We showcase innovative applications of technology in learning, teaching and the school environment and have documented results of academic accomplishment.

The use of technology is integral to all aspects of the children's learning. Providing the children with industry standard technology was one way of credibly showing our children they could expect the best. Having 1:1 i-Pads allows children to create, innovate and take control of their learning.

Our imagination and forward thinking SLT have brought us to where we are today. New teaching staff at the school are expected to become an Apple accredited teacher within two terms of beginning their journey at Western.



<https://www.apple.com/uk/education/k12/apple-teacher/>

Further information

For further information about our school, the Red Kite Learning Trust, or the wider Red Kite Alliance and our schools, please visit the following websites:

<http://www.western.n-yorks.sch.uk/>

<http://www.redkitealliance.co.uk/>

The Post Specification on the following pages describes the expectations for the role:



Western Primary School, as part of the Red Kite Learning Trust, is committed to safeguarding and promoting the welfare of pupils and expects all staff and volunteers to share this commitment.

Post Title: General Teaching Assistant (GTA) – Nursery (2 year old room)

Salary Grade: Actual - £12,666 per annum

Contract Type: Fixed term contract until 31st August 2023

Working Hours: Part Time, 28.75 hours per week
8:30 am to 11:15am (Mon-Fri) GTA
12:30pm to 3:30pm (Mon-Fri) GTA

Responsible to: Headteacher & Senior Leadership Team

General Description:

To work as part of our nursery team in our two year-old provision to support the children's learning, emotional, social and mental health needs. The role will involve working with both groups and individual students under the direction of the SENCO/ class teachers and other appropriate staff and will involve the delivery of various interventions.

Special Conditions of Service: No smoking policy, including vapour and e-cigarettes.

1	Duties: General Teaching Assistant (GTA)
1.1	To contribute to a programme of activities that meet the individual needs and interests of children in conjunction with other team members.

1.2	Providing, with appropriate guidance and supervision limits, educational, emotional and physical support to children.
1.3	To make assessments and keep records of your key children's development, and future developments of all key children, to share with parents, carers and other key adults in the child's life as appropriate.
1.4	Providing feedback, as requested, to the class teacher or other appropriate person to support the planning and evaluation of the learning process in respect of groups and individual children.
1.5	Engage in good team working with the Early Years team and school colleagues.
1.6	To promote the inclusion and acceptance of all children within the school, assisting in the implementation of appropriate behaviour management strategies.
1.7	To support children consistently whilst recognising and responding to their individual needs. Interact with children in a manner that supports the development of their ability to think, learn & develop.
1.8	Facilitate day-to-day caring support needs for children identified.
1.9	Communicate effectively and establish constructive relationships with all children, parents, families, carers, external agencies and other professionals.
1.10	Liaise with and support parents and other family members. Understand that communication is a two way process.
1.11	To encourage children of all ages to interact and work co-operatively with others and engage all children in activities.
1.12	To establish productive working relationships with children, acting as a role model and setting high expectations.
1.13	Assist in the implementation of appropriate behaviour management strategies, and adhering to all current nursery & school policies.
1.14	Observe a child's behaviour, understand its context and notice any unexpected changes - to ensure continued delivery of the highest quality teaching, safeguarding and welfare practices.
1.15	Where appropriate, to liaise sensitively and effectively with parents/carers within your role/responsibility and participate in feedback sessions/meetings with parents, where requested.
1.16	Assisting with playground activities as required and lunch time support with groups of children.
1.17	Preparation of materials, resources, displays including undertaking clerical duties.
1.18	Participate in relevant training as appropriate, including attendance at staff meetings, training days and other development opportunities. Attend out of working hours' activities, e.g. training, monthly staff meetings, parents evening, fundraising events etc.
1.19	To be aware and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and data protection - reporting concerns to an appropriate or designated person.
1.20	To be aware of and support differences and ensure all children have equal access to opportunities to learn and develop.

1.21	To contribute to the overall ethos/work/aims of the school, in accordance with your role and the direction of the Headteacher.
1.22	Participate in the schools' performance management scheme.
1.23	Willingness to be involved in extra-curricular activities such as making a contribution to after-school clubs or organised school events and visits.
1.24	Willingness to undertake additional training as required.
2	Additional Specific Duties: Supporting the work of the Early Years team
2.1	The preparation and completion of interventions/ activities to suit each individual child's stage of development and interests, regardless of any disabilities, family backgrounds or medical history.
2.2	To develop your role within the team with flexibility to meet the changing needs of children within the school.
2.3	To provide feedback and assessment information (verbal and written - as required) to the SENCO/ class teacher or other appropriate person to support the planning and evaluation of the child's targets in respect of groups and individual students.
2.4	Be open to forward thinking approaches to support children in terms of children's learning and behaviour.
2.5	To ensure good standards of safety, hygiene and cleanliness are maintained at all time.
2.6	To be aware of the high profile of the Western and to uphold its standards at all times, both within work hours and outside.
2.7	Be willing to liaise with outside agencies as appropriate.

Post Title: Midday Supervisory Assistant (MSA)
Salary Grade: Actual - £1596 per annum
Contract Type: Fixed term contract until 31st August 2023

Working Hours: Part Time, 3.75 hours per week
11:15am to 12.00 p.m. (Mon-Fri)

Responsible to: Headteacher / Lunchtime Leader

General Description:

To work as part of a team monitoring child behaviour during the midday break to ensure a caring and safe environment. Required to work indoors and outdoors when supervising the children to ensure their safety at all times.

Special Conditions of Service: No smoking policy, including vapour and e-cigarettes.

3	Duties: Midday Supervisory Assistant (MSA)
3.1	To supervise the nursery & play area, playgroup area, cloakrooms and classrooms during the lunchtime break period.

3.2	To ensure the safety of all children and the creation of a calm and orderly atmosphere, where appropriate table manners and the independence of the children are encouraged.
3.3	To assist with the service of meal, including the distribution of food, clearing spills, supervising eating of packed lunches. To assist with the removal of food and equipment once children have eaten their lunch.
3.4	Deal with minor first aid incidents; follow appropriate procedures for recording and reporting in line with school policies and procedures.
3.5	Assisting in the implementation of appropriate behaviour management strategies.
3.6	Observe a child's behaviour, understand its context and notice any unexpected changes; report any issues to a senior member of staff.
3.7	Monitor child behaviour and mediate at times of conflict in a calm and respectful manner.
3.8	Assist in the supervision of other activities during the midday break, including setting out and storing equipment.
3.9	To escort the children to and from the dining area as required.
3.10	To supervise toilet arrangements and hand washing, as required.
3.11	Establish rapport and respectful, trusting relationships with children, young people and those caring for them.
3.12	Report any concerns about child welfare to the appropriate member of staff in a confidential manner.
3.13	Communicate effectively and establish constructive relationships with all children, parents, families, carers, external agencies and other professionals. Understand that communication is a two-way process.
3.14	Provide support and encouragement to children and young people.
3.15	To contribute to the overall ethos/work/aims of the school, in accordance with the role and the direction of the Headteacher.
3.16	Participate in the schools' performance management scheme.

Person Specification : E Essential, D Desirable

4	Experience/Aptitudes	
4.1	Working in a classroom or nursery environment or appropriate experience working with children in an education setting.	E
4.2	Previous experience of caring for or working with children aged 0-5 in a voluntary or paid capacity.	D
4.3	Have an enthusiasm for and an active interest in children's play.	E
4.4	An understanding of the Early Learning Goals.	E
4.5	Knowledge of the National Standards for the regulation of Childcare provision.	E
4.6	Demonstrates commitment to the provision of high quality childcare.	E
4.7	Experience of working with children and young people with a wide range of Special Educational Needs.	E
4.8	Experience of delivering evidenced based interventions and accelerated learning.	D

4.9	An understanding of the strategies that can be used to reduce the barriers to learning. Shows a positive approach to learning through teamwork.	D
4.10	Proven track record of successfully working with children/young people in a work/voluntary setting.	D
4.11	Ability to adopt confidentiality, discretion and judgement, communicating effectively with staff, students and parents.	D
5	Qualifications/Training	
5.1	Appropriate first aid training	D
5.2	Childcare Qualification at Level 2 (or equivalent).	E
5.3	Childcare Qualification at Level 3 and higher (or equivalent).	D
5.4	GCSE Grade C or equivalent in English and Maths.	E
6	Knowledge/Skills	
6.1	Good knowledge of a child's development and learning processes, understanding that all children have differing needs and knowledge of how to apply inclusive practice.	E
6.1	Demonstrable IT skills and ability to use them as part of supporting the school and children's learning process.	E
6.2	Excellent interpersonal, written and communication skills.	E
6.3	Ability to relate well to, and work positively and effectively with, children and young people.	E
6.4	Work constructively as part of a team, understanding classroom & nursery roles, team roles and responsibilities and your own position within these.	E
6.5	Ability to manage child behaviour in a supportive and effective manner.	E
6.6	Good understanding of child development and learning processes, and their individual needs.	E
6.7	Working knowledge of relevant policies, codes of practice and legislation.	D
6.8	Knowledge of behaviour management techniques & child protection / health and safety policies & legislation.	D
6.9	Problem solving, organisational & administrative skills	E
6.10	Forward thinking.	E
6.11	Awareness of health and hygiene issues.	D
6.12	Working knowledge of national curriculum and other relevant learning programmes/strategies	D

7	Characteristics	
7.1	Willingness to be flexible and work to meet the best interests of the nursery and school.	E
7.2	Committed to delivering the ethos and policies of our school and nursery.	E
7.3	Self-motivated and hard-working.	E
7.4	Team worker and able to create and maintain effective working relationships.	E
7.5	Willingness to undertake training.	E
7.6	Sense of humour and optimism.	E
7.7	Exercises confidentiality and judgement.	E
7.8	Creativity	D
8	Safeguarding and Promoting the Welfare of Children	
8.1	Has appropriate motivation to work with children.	E
8.2	Ability to maintain appropriate relationships and personal boundaries with children.	E
8.3	Has emotional resilience in working with challenging behaviours; and appropriate attitudes to the use of authority and maintaining discipline.	E

