

Application Pack

Scale 2-3, Scale 4 and Scale 5

Teaching Assistants

and TAs working with pupils with SEND

Elsley Primary School





Elsley Primary School

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Dear Applicant,

Thank you for your interest in applying to Elsley Primary School.

Our school continues to benefit from increases in pupil numbers. We continue to create additional opportunities and increase our permanent staff, to join our committed Elsley team. We invite applicants to join as teaching assistants where we have three different scales to reflect differing levels of skills, qualities and experience. We have also replicated these three scales for teaching assistants specialising in working with pupils with Special Educational Needs and Disabilities.

Our school is an exciting place to work and to learn. Staff are empowered and improve their practice through a coaching culture. Many teaching assistants aspire to qualify as teachers and at Elsley they gain valuable experience and additional training to support these aspirations. Equally, we have excellent, committed staff who are able to further develop their career as teaching assistants. As a reflective school we are committed to continuous improvement whilst aiming to balance the needs and wellbeing of our staff.

Please read more about our school in this pack and on our website. You are welcome to arrange an informal visit or telephone conversation with me prior to applying.

I look forward to hearing from you.

Raphael Moss

Headteacher

Safe recruitment is central to safeguarding children and young people.

Elsley Primary School places the utmost importance on safeguarding and applies these principles to our recruitment processes of volunteers as well as staff.

We expect all staff and volunteers to share this commitment.

Work history and references will be checked during shortlisting and interview.

Prior to appointment, the successful applicant will be required to successfully pass vetting checks including Enhanced Disclosure from the Disclosure and Barring Service.



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Elsley Primary School

ethos and values

Values	learning	sharing	achieving	respecting
We believe in...	<p>a lifelong process of active growth and self-improvement</p> <p>gaining knowledge, skills and understanding – as individuals and in collaboration with others</p> <p>learning to evaluate and think critically</p> <p>nurturing creativity</p> <p>developing independence</p> <p>the importance of understanding how to keep ourselves safe</p> <p>researching and improving how we learn and how we teach</p>	<p>recognising the value of giving</p> <p>showing kindness to friends and to others</p> <p>supporting and helping those in need</p> <p>strengthening relationships and building trust</p> <p>celebrating and valuing the efforts and achievements of others</p> <p>sharing the world and the environment with others</p> <p>building community and contributing to society</p>	<p>having high aspirations, working hard and striving to reach our personal best</p> <p>developing self-esteem</p> <p>reaching our full potential, developing confident children and adults</p> <p>setting, and making progress towards, short-term and long-term goals</p> <p>aiming high across the breadth of the curriculum</p> <p>experiencing a wide range of opportunities</p>	<p>understanding and valuing everyone</p> <p>learning about the customs, practices, lifestyles and beliefs of others</p> <p>acknowledging and celebrating similarities and differences</p> <p>displaying good manners and learning to refine behaviour and attitudes</p> <p>being considerate and thoughtful to others and to the environment</p> <p>acting morally and ethically</p> <p>taking pride in ourselves, our school and community</p>

At Elsley we value high-quality learning and achievement, together with an ethos of sharing and respecting.

Elsley's priorities from 2024



1) Pupils with Special Educational Needs or Disabilities (SEND)

Ensure all pupils with SEND are provided with bespoke scaffolding or support

so that staff feel increasingly confident to deliver tailored support to meet pupils' diverse needs,
 so that each pupil can access their education,
 so that each pupil makes measurable progress in relevant areas, and
 so there is active engagement and positive feedback from pupils and parents.

2) Enhance the teaching of writing

Enhance the teaching of writing

so that staff grow in confidence and expertise in the teaching of writing,
 so that the teaching of writing is more effective, and caters for the needs of all pupils, and
 so pupils' writing outcomes improve with greater rates of progress and raised attainment.

3) New Arrivals

Enhance support and facilitate access to high-quality education for newly arrived pupils

so that staff feel empowered and confident to deliver enhanced support and high-quality education,
 so the pupils and their parents feel welcomed and can more easily navigate services,
 so the pupils are provided with, and can access, an effective and relevant education, and
 so that newly arrived pupils' achievements are recognised and celebrated.

4) Leadership

Develop leadership at all levels across the school

so there is a comprehensive consideration of diverse information and stakeholder perspectives,
 so that leaders are equipped with the skills to accurately evaluate strengths and priorities,
 so that leaders are able to develop a shared vision and action plan for their respective areas,
 so that leaders effectively address school needs in alignment with the school ethos, and
 so that leaders are empowered to capture the impact of their actions and engage in continuous re-evaluation for ongoing improvement.

5) Develop pedagogy

Enhance pedagogical practices across all subject areas

so that staff grow in confidence and expertise of more impactful teaching strategies,
 so that the school's curriculum is more effectively taught, and
 so teaching methodologies align with outcomes leading to increased pupil achievement.

About Elsley Primary School

In recent years Elsley Primary School has doubled to 4-forms of entry. We have created a supportive and high-achieving culture, matched by modern, state-of-the-art buildings and facilities. Our school is situated in a highly urban area but the school itself is tucked away in a quiet residential setting with its own on-site farm and extensive grounds to support Outdoor Learning.

We are proud of the breadth of our curriculum and holistic education which is matched by strong academic achievements. Progress tends to be very strong from pupils' starting points.



We have a happy and diverse community of staff, pupils and their families. We pride ourselves on our nurturing culture for children and for staff. In June 2020 we were recognised with a Gold Award for supporting the physical and mental wellbeing of staff.



We have high expectations for pupil progress and outcomes, combined with creativity within our curriculum offer. Some of our more unusual initiatives include an on-site farm and a whole-school residential curriculum. This starts by giving our youngest children the experience of a night-time walk and a campfire, leading through on-site camping under canvas and culminating in longer trips away from school for the oldest children.

Our pupils face many challenges, including high levels of deprivation and associated difficulties. Significant numbers of pupils arrive mid-year and with little or no English. Our school has one of the highest mobility rates so our systems and staff training reflect these additional challenges as we collectively strive to overcome these barriers. Over the last few years, we set up and continue to run a weekly food bank for several of our families.

Staff are empowered and improve their practice through an established coaching culture and there is no data-led performance management.



There are extensive opportunities for professional development. Elsley has its own graduate programme; we work with external partners to lead on-site teacher training; we encourage collaboration and networking within Elsley and with other schools; we offer high-quality continuous professional development; as well as opportunities for middle and senior leadership.

Elsley is a lead school for the North West London Teaching School Hub delivering one of the National Professional Qualifications (NPQs) to aspiring leaders across three London boroughs.

There are opportunities for our staff to complete NPQs and many have successfully progressed to leadership posts within and outside of Elsley Primary School.

Elsley's career progression plan for Teaching Assistants moves from a Scale 2-3 through to Intermediate (Scale 4) and Higher Level (Scale 5) Teaching Assistant roles. These additional roles and responsibilities, as well as Elsley's automatic progression from Scale 2 to Scale 3, seek to recognise the value of these essential members of staff to our school community, and in contributing to effective teaching and learning for our pupils.

The Career Path and Pay Progression for Teaching Assistants is shown on the next page, including the key responsibilities for each level. The full job descriptions and person specification are included in the last pages of this application pack. A similar progression exists for TAs working with pupils with SEND.

Elsley Career Path and Pay Progression for Teaching Assistants

Scale 2-3 TAs ↓ start here

Teaching Assistant

Salary Scale: 2

(points 3 – 4)

→
Progressing
to Scale 3

Teaching Assistant

Salary Scale: 3

(points 5 – 6)

See job descriptions for General TA Scale 2-3.

Movement through Pay Scales 2 and 3 will be made where there has been a successful appraisal. At Elsley, the expectation is staff will progress annually through salary points 3 to 4, and then 5 to 6.

Decisions not to progress between points 3 to 6 will only be made if someone is subject to formal management in line with the capability policy and in some instances the disciplinary policy.

↓ Progressing to Scale 4

Intermediate TA

Salary Scale: 4

(points 7 – 11)

There is not an automatic movement from Scale 3 to Scale 4.

Progression to Scale 4 can only be made when there is a vacancy for Scale 4 and subject to successful appraisal evidence and/ or appropriate selection criteria in relation to the job description for Intermediate TA, Scale 4. If there are more eligible individuals than Scale 4 posts available then the school reserves the right to undertake a fair selection process. If successful, they are graded as Intermediate TAs with salary scale 4. The staff member could then progress within Scale 4 (points 7 – 11), subject to successful annual appraisal. If unsuccessful, the decision could be appealed, in line with the appraisal and pay policies.

See job description for Intermediate General TA, Scale 4

Key responsibilities at Scale 4 include:

- As TA scale 2-3, with the following additional responsibilities:
- Occasionally delivering lessons, planned by the class teacher, to the whole class e.g. when teachers are attending courses and meetings
- Covering sickness of TAs including those that support children with special needs as required
- Planning and running evidence based intervention groups and catch up programmes for groups and individuals
- Deputising for a Scale 5 TA if they are absent. This includes organising relief cover for Teaching Assistants, organising lunch provision, organising timetabling and cover for link professional visits, e.g. timetabling the Speech and Language therapist.
- Mentoring colleagues

↓ Progressing to Scale 5

Higher Level TA

Salary Scale: 5

(points 12 – 17)

There is not an automatic movement from Scale 4 to Scale 5.

Progression to Scale 5 can only be made when there is a vacancy for Scale 5 and subject to successful appraisal evidence and/ or appropriate selection criteria in relation to the job description for Higher Level TA Scale 5. If there are more people than scale 5 posts available then the school reserves the right to undertake a fair selection process. If this is successful, the TA is graded as Higher Level with salary scale 5. The staff member could then progress within Scale 5 (points 12 – 17), subject to successful annual appraisal. If unsuccessful, the decision could be appealed, in line with the appraisal and pay policies.

See job description for Higher Level TA Supporting and Delivering Learning, Scale 5

Key responsibilities, at Scale 5, include:

- As TA Scale 4, with the following additional responsibilities:
- Regularly delivering lessons to the whole class e.g. when teachers are having leadership time, PPA, attending courses, and meetings
- Covering sickness of class teachers and TAs Leading lunchtime, organising staff roles/ responsibilities during lunch
- Being the school champion for an area of special needs identified by modelling best practice, mentoring and training colleagues, team teaching and modelling interventions
- Organise timetabling and cover for link professional visits
- Contributing to meetings including parents' meetings, pupil progress meetings, professional meetings

Teaching Assistants are expected to:

- 📌 engage with the appraisal process; this includes working with their appraiser to ensure that there is a secure evidence base in order for an annual pay determination to be made;
- 📌 keep records of their objectives and review them throughout the appraisal cycle; and
- 📌 share any evidence they consider relevant with their appraiser.

Teaching Assistants...

Do you believe in the power of education to transform lives?

At Elsley we value high-quality learning and achievement, together with an ethos of sharing and respecting.

We are looking for strong role models, committed to lifelong learning, who will develop positive relationships with colleagues, parents and children.

If you are interested in furthering your career as a skilled and experienced Teaching Assistant, we have Intermediate (Scale 4) and Higher Level (Scale 5) Teaching Assistant roles to attract and retain excellent staff.

If you are interested in a career in teaching, Elsley will provide you valuable experience as well as advice and support about routes into teaching.

Come and join an enthusiastic, dynamic and committed team, with modern buildings and facilities and a collaborative, supportive atmosphere.

Elsley is a diverse and happy community with a wealth of experience and cultures. Staff are committed to sharing good practice and collaborative working, with opportunities for creativity within the curriculum encouraged. Together we are focused on making a positive impact on achievement. Our children are at the heart of everything we do.

You will:

- have excellent, teamwork and communication skills
- be passionate about improving children's lives
- be nurturing and sensitive, acting as a strong role model to staff, parents and pupils
- be determined to learn and succeed

We are a school with:

- A supportive and welcoming atmosphere
- Children who are happy and eager to learn
- A learning community and a strong commitment to developing everyone
- Leadership support and professional development opportunities
- A creative and holistic approach to education, focused on achieving the best for each individual child
- A commitment and track record of developing staff, from trainee teachers to supporting leaders into Headship

Key Facts about the job

Role: Teaching Assistant

Location: Elsley Primary School, Wembley, Brent

Salary: Scale 2-3: £24,027 - £25,183 plus £2,230 London Weighting, pro-rata
 Scale 4: £25,584 - £27,269 plus £2,230 London Weighting, pro-rata
 Scale 5: £27,711 - £30,060 plus £2,230 London Weighting, pro-rata

Brent Council Single Status Pay Scales, last reviewed April 2024 and pending April 2025 increases

Contract: Permanent, Term Time Only

Commencing: September 2025

Hours: 34½ hours, or opportunities for flexible or part-time working

Additional: Additional hours available for breakfast or after-school, wraparound care

In order to attract and retain excellent staff, we welcome applicants looking for flexible or part-time arrangements, or returning from a career break. Please indicate this within your application.

Application and Selection Process

Applicants shortlisted for a Scale 2-3 role will be observed leading a 20 minute group activity, with a small group of about 6 children.

Applicants shortlisted for a Scale 4 or Scale 5 role will be observed teaching a 30-minute, whole-class lesson in a core subject. Applicants for a Scale 4 or Scale 5 role will be expected to submit and discuss their plan for the lesson.

Successful applicants for all roles will be invited to a panel interview.

The selection process is the same for the Scale 4 and Scale 5 roles. This means that applicants may be considered for both roles within the same application and process.

A similar process will take place for candidates applying to work with pupils with Special Educational Needs.

Please indicate within your application which role(s) you wish to be considered for.



Rolling shortlisting and interviews until positions are filled.

Please read more about our school on our website. You are very welcome to arrange an informal visit or telephone conversation with the Headteacher prior to applying.

Applications will only be accepted on our Elsley Application Form, available on our website. These must be submitted via email to:
vacancies@elsley.brent.sch.uk

Feedback is not typically offered to candidates who are unsuccessful at the shortlisting stage. In line with Safer Recruitment, references will be requested for shortlisted candidates, prior to interview.

Job Description – Teaching Assistant (Scale 2-3)

 	Job Title	Teaching Assistant – General Level 2a / 2b
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Scale 2 to 3
	Reports to	A senior leader
	Staffing Responsibility	N/A
	Restricted	No

1. Job Purpose:

- 1.1 To carry out work, care and/or support programmes for pupils, under the instruction/guidance of teaching/senior staff.
- 1.2 To enable access to learning for pupils and assist the teacher in the management of pupils and the classroom.
- 1.3 To support individuals or groups of children to make progress by delivering evidence-based interventions or specific programmes for children on the special needs register, children with English as an Additional Language and children below age expectations
- 1.4 To support children with complex needs who need 1:1 support, implementing specific programmes, meeting the needs of EHCP
- 1.5 To specialise/ attending training to specialise in an area of special needs identified
- 1.6 To contribute to the overall ethos, work and aims of the school.

2. Principal Accountabilities And Responsibilities:

(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).

- 2.1 Supervise and provide support and assistance to individuals and groups of pupils including those with special needs, ensuring their safety and access to learning activities.
- 2.2 Undertake structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including local and national learning strategies such as literacy, numeracy, early years, or Key Stages.
- 2.3 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 2.4 Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
- 2.5 Contribute to the development and implementation of individual Education/Behaviour Plans and Personal Care programmes.
- 2.6 Establish constructive relationships with pupils and interact with them according to their individual needs.
- 2.7 Assist with planning of learning activities.
- 2.8 Monitor and record pupils' progress, achievements and responses in respect of all learning activities and teaching programmes.

- 2.9 Provide detailed feedback to the teacher on pupil progress, achievements, and problems, and under guidance of the teacher provide feedback to pupils on their progress and achievements.
- 2.10 Create and maintain a orderly and supportive environment for pupils and teachers, and assist with the display of pupils' work
- 2.11 Prepare, maintain and use equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 2.12 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 2.13 Provide a range of clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, and administering coursework.
- 2.14 Promote positive pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 2.15 Promote the inclusion and acceptance, and encourage self-esteem and independence, of all pupils.
- 2.16 Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 2.17 Accompany teaching staff and pupils on trips and school activities as required and take responsibility for a group under the general supervision of the teacher.
- 2.18 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 2.19 Establish and develop constructive relationships with parents/carers, and appreciate and support other professionals.
- 2.20 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
- child protection,
 - health, safety and security,
 - confidentiality, and
 - data protection.
- 2.21 Ensure all pupils have equal access to opportunities to learn and develop.
- 2.22 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.



Progression Arrangements - Teaching Assistant (Scale 2) to Teaching Assistant (Scale 3)

Progression for moving from Scale 2 to Scale 3 will be subject to the following requirements:

The individual Teaching Assistant (Scale 2) being able to demonstrate the following:

- successful performance in a Scale 2 post for a minimum period of two years;
- evidence of continuous professional learning and development relevant to the role of a teaching assistant e.g. literacy and/or in particular curriculum areas such as bi-lingual, sign language, dyslexia, ICT, maths English CACHE;
- working knowledge and understanding of national/foundation stage curriculum and other relevant learning programmes and strategies.
- successful experience in providing specialist learning support to pupils;
- Appraisals for TAs will be conducted for all TAs by the end of the Spring Term.

Job Description – Intermediate Teaching Assistant (Scale 4)

 	Job Title	Intermediate Level Teaching Assistant (General Level 2c)
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Scale 4
	Reports to	<i>A senior leader</i>
	Staffing Responsibility	N/A
	Restricted	No

1. Job Purpose:

(Summary of the overall purpose of the job)

As TA scale 2-3, with the following additional responsibilities:

- 1.1 Occasionally delivering lessons, planned by the class teacher, to the whole class e.g. when teachers are attending courses and meetings
- 1.2 Covering sickness of TAs including those that support children with special needs as required
- 1.3 Planning and running evidence based intervention groups and catch up programmes for groups and individuals
- 1.4 Deputising for the scale 5 TA if they are absent. This includes organising relief cover for Teaching Assistants, organising lunch provision, organising timetabling and cover for link professional visits, e.g. timetabling the Speech and Language therapist.
- 1.5 Mentoring colleagues
- 1.6 To work under the guidance of teaching/senior staff and within an agreed framework of supervision, to undertake work, care and/or support programmes for pupils.
- 1.7 To promote access to learning for pupils, and assist and supervise the teacher in the management of pupils and the classroom.
- 1.8 To contribute to the overall ethos, work and aims of the school.



2. Principal Accountabilities And Responsibilities:

(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).

- 2.1 Supervise and provide support and assistance to individuals and groups of pupils including those with special needs, ensuring their safety and access to learning activities. Assisting in the supervision of pupils who have been excluded from or otherwise not working to a normal timetable.
- 2.2 Undertake structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including local and national learning strategies such as literacy, numeracy, early years, key stages.
- 2.3 Assist colleagues with the planning of learning activities to take account of pupil needs and responses. Assist in the evaluation of learning activities and teaching programmes and adjust learning activities for pupils accordingly.

- 2.4 Under the guidance of the teacher, use appropriate strategies and approaches to support and assist pupils to achieve learning goals based on individual education/behaviour plans, personal care plans and support and mentoring plans.
- 2.5 Establish constructive relationships with pupils and interact with them according to their individual needs.
- 2.6 Monitor and record pupils' progress, achievements and responses in respect of all learning activities and teaching programmes.
- 2.7 Promote efficient and effective transfer of pupils across phases, and the integration of those who have been absent from school.
- 2.8 Provide detailed and evidenced feedback to the teacher on pupil progress, achievements, and problems, and under guidance of the teacher provide feedback to pupils on their progress and achievements.
- 2.9 Assist in attending to the personal needs of pupils and provide advice and support to assist in their social, health, physical and hygiene development.
- 2.10 Create and maintain a orderly and supportive environment for pupils and teachers
- 2.11 Develop, maintain and review records/systems, as agreed with the teacher.
- 2.12 Prepare, maintain and use equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 2.13 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 2.14 Provide a range of clerical and administrative support to teaching staff, including assisting with the display of pupils' work, photocopying, word-processing, filing, collecting money, and administering coursework.
- 2.15 Promote positive pupil behaviour, employing appropriate behaviour management strategies to deal with conflict and incidents promptly in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 2.16 Employ strategies to promote the inclusion and acceptance of all pupils, and encourage self-esteem and independence.
- 2.17 Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 2.18 Accompany teaching staff and pupils on trips and school activities as required and take responsibility for a group under the general supervision of the teacher.
- 2.19 Participate in training and development activities/programmes, and meetings as required.
- 2.20 Use skills, training and experience to support learning provision for pupils with special needs.
- 2.21 Establish and develop constructive relationships with parents/carers and other agencies/professionals as agreed with the teacher, and participate in feedback sessions/meetings with parents/carers.
- 2.22 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - child protection/safeguarding children,
 - health, safety and security,
 - confidentiality, and
 - data protection.
- 2.23 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 2.24 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

Job Description – Higher Level Teaching Assistant (Scale 5)

 	Job Title	Higher Level Teaching Assistant (Supporting and Delivering Learning - Level 3a)
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Scale 5
	Reports to	<i>A senior leader</i>
	Staffing Responsibility	N/A
	Restricted	No

1. Job Purpose:

(Summary of the overall purpose of the job)

As TA scale 4, with the following additional responsibilities:

- 1.1 To work under the guidance of a teacher/senior staff within an agreed system of supervision, to provide key support for agreed learning activities. This will involve assisting teachers in the planning, preparation and delivery of learning activities for individual or groups of pupils, as well as own planning, preparation and delivery of learning activities under the guidance of a teacher / senior staff.
- 1.2 To regularly deliver lessons, planned by the class teacher to the whole class - during the short-term absence of teachers, including sickness, leadership time, PPA, courses and meetings, maintaining good order, keeping pupils on task, responding to questions, marking and giving feedback, and generally assisting pupils to undertake set activities.
- 1.3 Organise relief cover for Teaching Assistants who are absent within their Key Stage to make sure that the needs of the children are met. This may be reassigning Teaching Assistants to a different role, or providing relief cover themselves in class or working 1:1 with a child.
- 1.4 To lead lunchtime provision; organising the lunchtime team of Teaching Assistants to provide a safe, stimulating lunchtime provision.
- 1.5 To cover sickness of class teachers and TAs Leading lunchtime, organising staff roles/responsibilities during lunch
- 1.6 To monitor, assess, record and report on progress, development and achievements of pupils.
- 1.7 To assist a teacher/senior leader in managing a school improvement strand / specialist area.
- 1.8 To be the school champion for an area of special need by modelling best practice, mentoring and training colleagues, team teaching and modelling interventions.
- 1.9 To organise timetabling and cover for link professional visits
- 1.10 Provide day-to-day operational advice and support to other teaching assistants, including assisting with identifying and addressing teaching assistants' training needs where appropriate.
- 1.11 To be an excellent role model of the Teaching Assistant standards.
- 1.12 Contribute to meetings including parents, pupil progress and professionals meetings
- 1.13 To contribute to the overall ethos, work and aims of the school.

2. Principal Accountabilities and Responsibilities:

- 2.1 Implement structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including specific learning strategies such as literacy, numeracy, early years, key stages.
- 2.2 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 2.3 Make effective use of opportunities provided by other activities to support development of relevant skills.
- 2.4 Use specialist (curricular/learning) skills/training/experience to support pupils learning.
- 2.5 Assist pupils to access learning activities through specialist support, recognising and responding to their individual needs.
- 2.6 Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
- 2.7 Contribute to development/ implementation of individual Education/Behaviour/ Personal Care plans.
- 2.8 Work with the teacher to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans.
- 2.9 Monitor and evaluate pupils' progress, achievements and responses in respect of all learning activities and teaching programmes through observation and planned recording of achievement against pre-determined learning objectives.
- 2.10 Be responsible for keeping and updating records as agreed with the teacher, contributing to reviews of systems and/or records as requested.
- 2.11 Provide objective, accurate and detailed feedback to the teacher on pupil progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 2.12 Provide feedback to pupils on their progress, development and achievement.
- 2.13 Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents/carers with teacher or as directed.
- 2.14 Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- 2.15 Promote positive values, attitudes and pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 2.16 Determine the need for, prepare and maintain general and specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 2.17 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 2.18 Provide clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, administering coursework, and production of worksheets for agreed activities.
- 2.19 Undertake planned supervision of pupils' out of school hours learning activities.
- 2.20 Supervise pupils on trips and school activities as required.
- 2.21 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 2.22 Establish and develop constructive relationships with other agencies/professionals, in liaison with the teacher, to support progress and achievement of pupils.
- 2.23 Provide guidance and supervision and assist in the training and development of staff as appropriate.
- 2.24 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
 - child protection,
 - health, safety and security,
 - confidentiality, and
 - data protection.
- 2.25 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 2.26 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

Person Specification



learning sharing achieving respecting

Elsley Primary School Person Specification & Selection Criteria

Post Title: Teaching Assistant (TA) (Scale 2-3)
Intermediate Level TA (Scale 4)
Higher Level TA (Scale 5)

Shortlisting for interview will be based on whether a candidate shows on their application that they meet the following criteria.

Qualifications and training

- GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths
- First-aid training, or willingness to complete it (desirable)

In addition, for Intermediate and Higher Level TAs:

- Evidence of further recent, relevant, professional training

Experience

- Experience working in a school environment or other educational setting
- Experience working with children / young people
- Experience of delivering learning activities

In addition, for Intermediate Level TAs:

- Experience of planning and leading whole class teaching and learning activities under supervision
- Experience of working with children with a range of SEND needs

In addition, for Higher Level TAs:

- Experience of planning and leading whole class teaching and learning activities over several years

Skills and knowledge

- Good literacy and numeracy skills
- Good organisational skills
- Ability to build effective working relationships with pupils and adults
- Skills and expertise in understanding the needs of all pupils
- Knowledge and skill to adapt and deliver support to meet a range of individual SEND needs
- Relevant subject and curriculum knowledge, and ability to apply this effectively in supporting teachers and pupils
- Excellent verbal communication skills and effective, active listening skills
- The ability to remain calm in stressful situations
- Knowledge of guidance and requirements around safeguarding children
- Good ICT skills, including using ICT to support learning
- Understanding of roles and responsibilities within the classroom and whole school context

In addition, for Intermediate Level TAs:

- Ability to effectively use a range of teaching methods
- Ability to successfully lead learning activities for a class of children
- With some support, show an understanding of all aspects and frameworks of the school curriculum related to the age and attainment ranges of the learners they support



In addition, for Higher Level TAs:

- With minimal support, show an excellent understanding of all aspects and frameworks of the school curriculum related to the age and attainment ranges of the learners they support
- Show excellent knowledge and skills in supporting learners to access the curriculum in accordance with the SEND code of practice

Personal qualities

- Enjoyment of working with children
- Sensitivity and understanding, to help build good relationships with pupils
- Committed to getting best outcomes for all pupils, and promoting the Elsley ethos and values
- Commitment to maintaining confidentiality at all times
- Commitment to safeguarding pupil's wellbeing and equality
- Resilient, positive, forward looking and enthusiastic about making a difference
- Ambitious for the children with capacity to inspire, motivate and challenge young people
- Flexibility and willingness to work well with others
- Reflective and committed to lifelong learning and continuous self-improvement

Job Description – Intermediate SEND Teaching Assistant (Scale 4)

 	Job Title	Intermediate Level SEND Teaching Assistant (General Level 2c)
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Scale 4
	Reports to	<i>A senior leader</i>
	Staffing Responsibility	N/A
	Restricted	No

3. Job Purpose:

(Summary of the overall purpose of the job)

As TA scale 2-3, with the following additional responsibilities:

- 3.1 Occasionally delivering lessons, planned by the class teacher, to groups of pupils with complex SEND.
- 3.2 Covering sickness of TAs including those that support pupils with special needs as required
- 3.3 Planning and leading evidence-based intervention groups and catch-up programmes for pupils with complex needs.
- 3.4 Deputising for the scale 5 TA if they are absent. This includes organising relief cover for Teaching Assistants, organising lunch provision, organising timetabling and cover for link professional visits, e.g. timetabling the Speech and Language therapist.
- 3.5 Mentoring colleagues
- 3.6 To work under the guidance of teaching/senior staff and within an agreed framework of supervision, to undertake work, care and/or support programmes for pupils with additional needs.
- 3.7 To support the participation of pupils with complex SEND in active learning to accelerate progress and raise attainment.
- 3.8 To support the achievement and success of EHCP expectations for identified pupils.
- 3.9 To contribute to the overall ethos, work and aims of the school.

4. Principal Accountabilities And Responsibilities:

(Indicate the main accountabilities, responsibilities and expected outcomes (8-10 bullets should be sufficient).)



- 4.1 Supervise and provide support and assistance to individuals and groups of pupils including those with special needs, ensuring their safety and access to learning activities. Assisting in the supervision of pupils who have been excluded from or otherwise not working to a normal timetable.
- 4.2 Undertake structured and agreed learning activities and teaching programmes for individuals and groups of pupils, including local and national learning strategies such as literacy, numeracy, early years, key stages.

- 4.3 Assist colleagues with the planning of learning activities to take account of pupil needs and responses. Assist in the evaluation of learning activities and teaching programmes and adjust learning activities for pupils accordingly.
- 4.4 Under the guidance of the SENCo, use appropriate strategies and approaches to support and assist pupils to achieve learning goals based on individual Education Health Care Plans, behaviour and personal care plans and support and mentoring plans.
- 4.5 Recognise the cognitive and environmental factors exist that can create barriers to learning, social and emotional development and progress for pupils with complex SEND and understand how these can be mitigated through appropriate adjustments
- 4.6 Know how to contribute to effective personalised provision by taking practical account of a pupil's individual cognitive, communication and sensory profile
- 4.7 Under the guidance of the SENCo, be able to plan with guidance and support, resource and deliver activities to meet the learning objectives of a differentiated curriculum, particularly in 1:1 situations.
- 4.8 Make use of the information provided in an Education Health Care Plan and/or any other plan, to ensure positive inclusion and progress is achieved
- 4.9 Establish constructive relationships with pupils and interact with them according to their individual needs.
- 4.10 Use effective communication and interaction skills, in line with the communication profile of the young pupil/s you are supporting, to promote positive behaviour and facilitate effective learning
- 4.11 With guidance from the SENCo, monitor and record pupils' progress, achievements and responses in respect of all learning activities and teaching programmes.
- 4.12 Monitor the responses to activities of the pupil/pupils that are being supported and modify approaches and their educational experience/environment accordingly
- 4.13 Support the evaluation of progress using agreed assessment techniques, to contribute to maintaining records of progress
- 4.14 Support pupils' development and maintenance of positive social connections, within their peer groups and the wider school community, during non-teaching time.
- 4.15 Assist in attending to the personal needs of pupils and provide advice and support to assist in their social, health, physical and hygiene development including intimate care in line with school policy.
- 4.16 Deliver a range of 1:1 and small-group interventions, to support the development of social skills, self-awareness and emotional regulation
- 4.17 Prepare, maintain and use equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 4.18 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 4.19 Provide a range of clerical and administrative support to teaching staff, including assisting with the display of pupils' work, photocopying, word-processing, filing, collecting money, and administering coursework.
- 4.20 Promote positive pupil behaviour, employing appropriate behaviour management strategies to deal with conflict and incidents promptly in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 4.21 Employ strategies to promote the inclusion and acceptance of all pupils, and encourage self-esteem and independence.
- 4.22 Recognise and respond appropriately to situations that might challenge equality of opportunity for the young person you are supporting



- 4.23 Assist with supervision of pupils out of lesson times, including before and after school and at lunchtimes.
- 4.24 Accompany teaching staff and pupils on trips and school activities as required and take responsibility for a group under the general supervision of the teacher.
- 4.25 Participate in training and development activities/programmes, and meetings as required.
- 4.26 Use skills, training and experience to support learning provision for pupils with special needs.
- 4.27 Establish and develop constructive relationships with parents/carers and other agencies/professionals as agreed with the teacher, and participate in feedback sessions/meetings with parents/carers.
- 4.28 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
- child protection/safeguarding children,
 - health, safety and security,
 - confidentiality, and
 - data protection.
- 4.29 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 4.30 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

Job Description – Higher Level Teaching Assistant (Scale 5)

 	Job Title	Higher Level SEND Teaching Assistant (Supporting and Delivering Learning - Level 3a)
	School	Elsley Primary School
	Location	Wembley, Brent
	Grade	Scale 5
	Reports to	<i>A senior leader</i>
	Staffing Responsibility	N/A
	Restricted	No

3. Job Purpose:

(Summary of the overall purpose of the job)

As TA scale 4, with the following additional responsibilities:

- 3.1 To work under the guidance of a teacher/SENCo within an agreed system of supervision, to provide key support for agreed learning activities. This will involve assisting teachers in the planning, preparation and delivery of learning activities for individual or groups of pupils with complex SEND, as well as own planning, preparation and delivery of learning activities under the guidance of a teacher /SENCo.
- 3.2 To regularly deliver lessons, planned by the class teacher to groups of pupils with complex SEND - during the short-term absence of teachers, including sickness, leadership time, PPA, courses and meetings, maintaining good order, keeping pupils on task, responding to questions, marking and giving feedback, and generally assisting pupils to undertake set activities.
- 3.3 In conjunction with the SENCo, provide guidance to relief covers for 1:1 Teaching Assistants working with complex SEND pupils to make sure that the needs of the pupils are met. This may be reassigning Teaching Assistants to a different role, or providing relief cover themselves working 1:1 with a pupil.
- 3.4 To lead an aspect of lunchtime provision; organising the lunchtime team of Teaching Assistants to provide a safe, stimulating lunchtime provision.
- 3.5 To cover sickness of class teachers and TAs Leading lunchtime, organising staff roles/ responsibilities during lunch
- 3.6 To monitor, assess, record and report on progress, development and achievements of pupils with complex needs.
- 3.7 To assist a teacher/SENCo in managing a school improvement strand / specialist area.
- 3.8 To be the school champion for an area of special need by modelling best practice, mentoring and training colleagues, team teaching and modelling interventions.
- 3.9 To organise timetabling and cover for link professional visits
- 3.10 Provide day-to-day operational advice and support to other teaching assistants, including assisting with identifying and addressing teaching assistants' training needs where appropriate.
- 3.11 To be an excellent role model of the Teaching Assistant standards.
- 3.12 Contribute to meetings including parents, pupil progress and professionals meetings
- 3.13 To contribute to the overall ethos, work and aims of the school.


4. Principal Accountabilities And Responsibilities:

- 4.1 Implement structured and agreed learning activities and teaching programmes for individuals and groups of pupils with complex SEND, including specific learning strategies such as literacy, numeracy, early years, key stages.
- 4.2 Adjust learning activities and teaching programmes to take account of pupil needs and responses.
- 4.3 Make effective use of opportunities provided by other activities to support development of relevant skills.
- 4.4 Use specialist (curricular/learning) skills/training/experience to support pupils learning.
- 4.5 Assist pupils to access learning activities through specialist support, recognising and responding to their individual needs.
- 4.6 Use appropriate strategies and approaches to support and assist pupils to achieve learning goals
- 4.7 Contribute to development/ implementation of individual Education/Behaviour/ Personal Care plans.
- 4.8 Work with the teacher/SENCo to establish an appropriate learning environment, and to plan, evaluate and adjust lesson/work plans.
- 4.9 With minimal support, monitor and evaluate pupils' progress, achievements and responses in respect of all learning activities and teaching programmes through observation and planned recording of achievement against pre-determined learning objectives.
- 4.10 Be responsible for keeping and updating records as agreed with the teacher/SENCo, contributing to reviews of systems and/or records as requested.
- 4.11 Provide objective, accurate and detailed feedback to the teacher on pupil progress, achievements, and other matters ensuring the availability of appropriate evidence.
- 4.12 Provide feedback to pupils on their progress, development and achievement.
- 4.13 Liaise sensitively and effectively with parents/carers as agreed with the teacher and participate in feedback sessions/meetings with parents/carers with teacher or as directed.
- 4.14 Promote and employ strategies to enable the inclusion and acceptance of all pupils, encourage self-esteem, and recognise and reward independence and self-reliance.
- 4.15 Promote positive values, attitudes and pupil behaviour, dealing promptly with conflict and incidents in accordance with the school's policies and procedures, and encourage pupils to take personal responsibility for their behaviour.
- 4.16 Determine the need for, prepare and maintain general and specialist equipment and resources, including information and communication technology (ICT), for use in relevant learning activities and teaching programmes, and assist in the development of pupils' competence and independence in their use.
- 4.17 Administer routine tests, invigilate exams, and undertake marking of pupils' work.
- 4.18 Provide clerical and administrative support to teaching staff, including photocopying, word-processing, filing, collecting money, administering coursework, and production of worksheets for agreed activities.
- 4.19 Undertake planned supervision of pupils' out of school hours learning activities.
- 4.20 Supervise pupils on trips and school activities as required.
- 4.21 Participate in training and development activities and programmes, and attend and participate in meetings, as required.
- 4.22 Establish and develop constructive relationships with other agencies/professionals, in liaison with the teacher, to support progress and achievement of pupils.
- 4.23 Provide guidance and supervision and assist in the training and development of staff as appropriate.



- 4.24 Be aware of and comply with policies and procedures, and report all concerns to an appropriate person, in respect of:
- child protection,
 - health, safety and security,
 - confidentiality, and
 - data protection.
- 4.25 Be aware of and support differences and ensure all pupils have equal access to opportunities to learn and develop.
- 4.26 Undertake these duties within agreed departmental service/school objectives, policies and procedures and promote the Council's Equal Opportunities Policy.

Person Specification – Teaching Assistant for pupils with SEND

 <p>learning sharing achieving respecting</p>	Elsley Primary School Person Specification & Selection Criteria
<p>Post Title: SEND Teaching Assistant (TA) (Scale 2-3) Intermediate Level SEND TA (Scale 4) Higher Level SEND TA (Scale 5)</p> <p>Scale 4 and 5 SEND TAs are deployed to work with pupils with complex SEND, such as pupils in the school's ARP, those with an EHCP requiring significant support, those requiring multiple external services, as directed by the SENCO.</p>	
<p>Shortlisting for interview will be based on whether a candidate shows on their application that they meet the following criteria.</p>	
<p>Qualifications and training GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths Training in SEND interventions e.g. Attention Autism or willingness to complete it (desirable) First-aid training, or willingness to complete it (desirable)</p>	
<p>In addition, for Intermediate and Higher Level SEND TAs: Evidence of further recent, relevant, SEN professional training</p>	
<p>Experience Experience working in a school environment with children with a range of SEND needs Experience working with children / young people with Autism Experience of delivering learning activities to meet targets outlined in Educational Health Care Plans.</p>	
<p>In addition, for Intermediate Level SEND TAs: Successful experience of planning and leading teaching, under supervision, for groups of children with complex SEND needs</p>	
<p>In addition, for Higher Level SEND TAs: Successful experience of planning and leading teaching, with minimal supervision, for groups of children with complex SEND needs over a number of years</p>	
<p>Skills and knowledge Good literacy and numeracy skills Good organisational skills Knowledge of the legal and organisational requirements for maintaining the health, safety and security of adults and children in the learning environment Knowledge of the SEN Code of Practice Ability to build effective working relationships with children and adults Skills and expertise in understanding the needs of children with ASD Knowledge and skill to adapt and deliver support to meet a range of individual SEND needs Relevant subject and curriculum knowledge, and ability to apply this effectively in supporting teachers and children Excellent verbal communication skills and effective, active listening skills The ability to remain calm in stressful situations Knowledge of guidance and requirements around safeguarding children Good ICT skills, including using ICT to support learning Understanding of roles and responsibilities within the classroom and whole school context</p>	
<p>In addition, for Intermediate Level SEND TAs: Ability to effectively use a range of adaptive SEND teaching methods Ability to successfully lead learning activities for a for groups of children with complex SEND needs With some support, show an understanding of all aspects and frameworks of the school curriculum related to the age and attainment ranges of the learners they support</p>	
<p>In addition, for Higher Level SEND TAs: With minimal support, show an excellent understanding of all aspects and frameworks of the school curriculum related to the age and attainment ranges of the learners they support Show excellent knowledge and skills in supporting learners to access the curriculum in accordance with the SEND code of practice</p>	
<p>Personal qualities Enjoyment of working with children with additional needs Sensitivity and understanding, to help build good relationships with children Committed to getting best outcomes for all children, and promoting the Elsley ethos and values Commitment to maintaining confidentiality at all times Commitment to safeguarding children's wellbeing and equality Resilient, positive, forward looking and enthusiastic about making a difference Ambitious for the children with capacity to inspire, motivate and challenge young people Flexibility and willingness to work well with others Reflective and committed to lifelong learning and continuous self-improvement</p>	

Privacy Notice – Recruitment

Your information is collected for the purpose of considering your application in respect of a role for which you have applied.

You are providing your information to Elsley Primary School, Tokyngton Avenue, Wembley, HA9 6HT.
email: admin@elsley.brent.sch.uk

Our Data Protection Officer is:

Rajesh Seedher

Tel: 020 8937 2018

Email: school.dpo@brent.gov.uk

Address: Data Protection Officer, Brent Council, Civic Centre, Engineers Way HA9 0FJ

How we use your information

The information may be shared with our recruitment and Human Resources advisers. For unsuccessful applicants, information shall be retained for six months and shall be processed in adherence to your legal rights, including but not limited to the right to withdraw consent, right to copies of your information and right to be forgotten. You have a right to lodge a complaint with the Information Commissioner's Office (www.ico.org.uk).

Security

We take appropriate measures to ensure that all personal data is kept secure, including security measures to prevent personal data from being accidentally lost, or used or accessed in an unauthorised way. We limit access to your personal data to those who have a genuine business need to know it. Those processing your information will do so only in an authorised manner and are subject to a duty of confidentiality.

We also have procedures in place to deal with any suspected data security breach.



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