MID DAY ASSISTANT- JOB PACK

Shorefields School is a special needs school on the coastline of Essex. We have 160 amazing pupils aged 3 to 19 identified with complex SEND. We are committed to providing an outstanding standard of education through meaningful research which informs our teaching and learning approaches.

We are on the lookout for enthusiastic mid-day assistants to join our wonderful school! This is an ideal role if you are wanting to start or further a career within a SEN school. Many of our MDAs become relief teaching assistants and support our learners in many extra curriculum activities such as swimming and community access.

Shorefields School

'Learning and achievement for all'
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www.shorefields.essex.sch.uk

The successful candidate will:

- Be highly motivated and committed to achieving the best for every student
- Set high expectations for themselves and students
- Have bundles of energy and enthusiasm and has a great sense of humour
- Make learning motivating, inspiring and fun
- Have good interpersonal and communication skills and enjoys working as part of a team

In return, Shorefields School can offer:

- Truly amazing learners
- Lively, enthusiastic and caring ethos
- Friendly and supportive staff team
- Staff wellbeing support package
- Opportunity to have a positive impact on learner progress
- The opportunity to develop and grow professionally within the school and beyond.

School Vision:

1. To be a centre of excellence in specialist provision for PMLD, SLD & ASD pupils
2. To be ambitious for our pupils, families, staff and friends.

About Our School

We are a maintained day special school for 160 pupils in North East Essex aged 3 – 19. Our pupils have a wide variety of needs – Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Autistic Spectrum Condition (ASC) with Learning Difficulty (LD), Physical and Neurological Impairment (PNI) or Complex Communication, Sensory and Physical Needs.

We are very proud of our school and what we provide to our pupils, families and wider community. Shorefields School is staffed by a highly skilled and dedicated team of teachers, assistants and therapists who work holistically to get to know every learner and build their education around each unique, individual pupil. We ensure that our pupils learn with an ethos of respect, fairness and care.

We are relentless in our pursuit for our pupil's future to be as fulfilling and independent as possible. Our parents and families are crucial partners in the education we provide. We work with our families to support their needs to benefit their children and we are committed to ensuring our families are heard, valued, informed and reassured in all aspects relating to their children.

The school has 3 curriculum strands across Early Years, Primary, Secondary, and Post-16 provision within one school building. Pier Strand supports our learners with PMLD. Sunshine Strand supports our learners with a diagnosis of severe learning difficulty and Beach Strand supports pupils with a diagnosis of complex ASD.

Why work at Shorefields?

All staff are employed to work here at Shorefields because they have a passion for supporting pupils with a range of complex needs. Shorefields School promotes "learning and achievement for all", we therefore believe that our pupils deserve to be given the time and understanding to approach tasks in a variety of ways. Our staff are here first and foremost because they care and are able to be resilient and flexible.

Teaching staff have the ability to differentiate, use outstanding teaching strategies and plan stimulating lessons which support the learners; communication and interaction, cognition and learning, social emotional and mental health as well as their sensory and physical needs. Shorefields school firmly believes that these are the basics of successful learning and social development.

Staff wellbeing is important to us and with this in mind all school staff are able access a comprehensive wellbeing service provided by schools advisory service.

What our staff say:

"I am a teacher and I love my role because there is nothing more rewarding than planning sessions, working on targets to see the children make progress and get enjoyment from their day. I enjoy working at Shorefields because everything we do is child-centred, unique approaches to each individual child. I also admire how the school go above and beyond for our families. That is why I am proud to be part of Shorefields".

\- Class Teacher

"Working at Shorefields has taught me how to build connections with the students via different methods of communication. I really enjoy encouraging students to achieve their targets, throughout their school day". – Apprentice TA

"Working at Shorefields is continuously a positive and uplifting experience. I feel valued and appreciated as a staff member here and thoroughly enjoy witnessing all of the good that is carried out across the school". - Admin

"I am a Teaching Assistant in our Beach Strand, which is in the autism strand. I love my role and working with the students as they are so amazing. Helping them gain independence and overcome challenges is such a rewarding part of my job and colleagues working together. The students make Shorefields a special and amazing place to work". – Teaching Assistant

"Shorefields provides me with daily diverse challenges. My job allows me to work across all of the school and give me the privilege to see all the students flourish and thrive". - HLTA

"I've been an MDA at Shorefields for just over two years! It is a truly amazing experience, being able to be such a small part of the child's school day; seeing their smile on the playground or helping them develop their independence with eating". – MDA

About The Position- Job Description

Post Held: **Mid-Day Assistant SEN**

Pay Scale: Scale 2 Point 3-4

Contract Type: Permanent

Responsible to: Class Teacher

Accountable to: Headteacher, Deputy Head, Assistant Head

Purpose of the job: The role of the Teaching Assistant is to work under the direction of the Class Teacher to support and enable students with severe, profound and complex learning difficulties to access learning and the curriculum.

Line Management: N/A

Work Pattern: 12:00- 13:30 Monday- Friday

Responsibilities:

- To work with individual pupils or small groups of pupils under the direction of the teacher.
- To lead and participate in safe, creative and appropriate play opportunities with children.
- To assist children with eating their meal if necessary.
- To clear tables when meals are finished and clear up any associated spillage
- To help children build friendships and supportive play groups.
- To identify pupils who may be isolated and encourage them to join activities.
- To ensure all pupils are engaged in positive behaviour.
- To ensure that any pupils who suffer accident or injury are dealt with appropriately in accordance with the school's agreed procedures and incident forms are completed as required.
- To provide pastoral care, guidance and routine advice to pupils as appropriate.
- Where necessary and appropriate to lead games and activities with the children.
- To understand and apply school policies in relation to health, safety, welfare and behaviour of pupils.
- To attend relevant training and meetings as required.
- To provide appropriate support to pupils with severe, profound and multiple learning difficulties, autism spectrum disorders, behavioural, communication, social, sensory and/or physical difficulties.
- To attend to pupils' personal needs including help with social, welfare, care and health matters, including personal care (toileting), dressing, feeding (orally or through a tube) and mobility – following teachers' instructions and assisting other staff in the implementation of care programmes

- To respect confidentiality at all times, in accordance with the schools Code of Conduct, as sensitive information is often available to all staff.
- To promote the welfare of children, with full commitment to safeguarding procedures, as The Governing Body direct and expects.
- To closely follow the schools' staff absence procedures.

Other Clauses

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties, and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the " Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others, and to appropriately report hazards, illnesses, or injuries in accordance with our Health & Safety Policy.

Safeguarding

Shorefields School are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our colleagues and volunteers to share this commitment. We adopt a strong, fair, and consistent recruitment process which is in line with Keeping Children Safe in Education guidance. This may include online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence

Person Specification

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	Successful experience working with children in a school/early years environment
	Knowledge of relevant policies and procedures	Knowledge of First Aid
	Literacy	GCSE English or equivalent Good reading and writing skills
	Numeracy	GCSE Maths or equivalent Good numeracy skills
Communication	Written	Ability to write basic reports
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Overcome communication barriers with children and adults
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Experience working with students with Special Educational Needs.
	Child Development	Good understanding of child development and pastoral issues.

	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Understand the role of others working in and with the school
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Team work	Ability to work effectively with a range of adults and different agencies
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Ability to remain calm under pressure
	Time Management	Ability to manage own time effectively
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of Child Protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role

Recruitment and Selection Policy Statement

1. The Governing Board is committed to:

   - safeguarding and promoting the welfare and safety, and the spiritual, moral, social and cultural development, of children and young people;
   - promoting equality of opportunity and community cohesion where the diversity of different backgrounds and circumstances is appreciated and positively valued;
   - promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs;

   and expects all staff, volunteers and other workers to share this commitment. It is recognised that this can only be achieved through sound procedures, good inter-agency co-operation and the recruitment and retention of competent, motivated employees who are suited to, and fulfilled in the roles they undertake.

2. The Governing Board recognises the value of and seeks to achieve a diverse workforce which includes people from different backgrounds, with different skills and abilities. We are committed to ensuring that the recruitment and selection of all is conducted in a manner that is systematic, efficient, effective and promotes equality of opportunity. Selection will be on the basis of merit and ability, assessed against the qualifications, skills and competencies required to do the job. We will uphold obligations under law and national collective agreements to not discriminate against applicants for employment on the grounds of the protected characteristics of age, sex, sexual orientation, marriage or civil partnership, pregnancy, gender re-assignment, disability or health, race (which includes colour, nationality and ethnic origin), religion or belief.

3. We will implement robust recruitment procedures and checks for appointing staff and volunteers to ensure that reasonable steps are taken not to appoint a person who is unsuitable to work with children, or who is disqualified from working with children, or does not have the suitable skills and experience for the role.

We will ensure that the terms of any contract with a contractor or agency requires them to adopt and implement measures described in this procedure. We will monitor the compliance with these measures and require evidence that relevant checks have been undertaken for all workers deployed.

4. The following pre-employment checks will be required where applicable to the role and setting:
   - receipt of satisfactory references
   - verification of identity
   - a satisfactory DBS disclosure if undertaking Regulated Activity
   - verification that you are not barred from working with Children
   - verification that you are not prohibited from teaching
   - verification of medical fitness for the particular role
   - verification of qualifications and of professional status where required e.g. QTS status
   - the production of evidence of the right to work in the UK
   - verification of successful completion of/exemption from statutory induction period
   - verification that you are not subject to a section 128 direction preventing you from holding a management position within a school
   - a declaration that you are not disqualified from working with children by virtue of the Childcare (Disqualification) Regulations 2018 or that you have provided a valid disqualification waiver from Ofsted

   NB It is illegal for anyone who is barred from working with children to apply for or undertake Regulated Activity.

6. We will keep and maintain a single central record of recruitment and vetting checks, in line with the current DfE requirements.

7. All posts/voluntary roles that give substantial unsupervised access to children and young people are exempt from the Rehabilitation of Offenders Act 1974 and therefore all shortlisted candidates will be required to declare spent and unspent convictions, cautions and bind-overs (save for those offences that are subject to filtering by the Police) and any prohibitions prior to interview. When making a recruitment decision School will disregard any filtered convictions/cautions/reprimands which were disclosed in error.

   Applicants will be required to sign a DBS consent form giving consent for the DBS certificate to be copied and shared (within strict guidelines) for the purposes of considering suitability for employment and/or consent for an online status check to be carried out in the event that the applicant subscribes to the DBS update service. A previously issued Disclosure and Barring Service Certificate will only be accepted in certain restricted circumstances or where you subscribe to the DBS update service and the appropriate online status checks have been satisfactory.

   The Governing Board is committed to ensuring that people who have convictions / cautions / reprimands on their record are treated fairly and given every opportunity to establish their suitability for positions. Having a criminal record will not necessarily be a bar to obtaining a position, except in the case of school settings covered by the Childcare (Disqualification)

Regulations 2018 where certain convictions, cautions or warnings will mean an individual is disqualified from working in that setting and will prohibit employment at the school (unless a waiver can be obtained from Ofsted).

Positive disclosures will be discussed with candidates and decisions made on a case-by-case basis taking into account the nature, seriousness and relevance to the role. The following factors will be considered in each case:

- The seriousness/level of the disclosed information e.g. was it a caution or a conviction.
- How long ago the incident(s) occurred and whether it was a one-off incident or part of a repeat history/pattern.
- The circumstances of the offence(s) being committed and any changes in the applicant's personal circumstances since then.
- The country where the offence/caution occurred.
- Whether the individual shows or has shown genuine remorse.
- If the offences were self-disclosed or not (non-disclosure could, in itself, result in non-confirmation of employment on the grounds of trust, honesty and openness).

This Governing Board operates in accordance with The Disclosure and Barring Service Code of Practice in relation to the processing, handling and security of Disclosure information.

8. In line with recommended practice in the statutory guidance "Keeping Children Safe in Education", the school will conduct searches for information on shortlisted candidates which is publicly available on-line. The purpose is limited:

- to identify issues which call into question the applicant's suitability to work with children;
- to verify employment history.

Only information related the purposes stated will be shared with the Panel. Any information will be discussed with candidates at interview before any decisions regarding the recruitment process are made.

9. The school processes personal data collected during the recruitment process in accordance with its data protection policy. Data is held securely and accessed by, and disclosed to, individuals only for the purposes of completing the recruitment process. On the conclusion of the process, data collected will be held in accordance with the school's retention schedule.

A copy of our Recruitment Procedure is available upon request.