



RYDES HILL

PREPARATORY SCHOOL & NURSERY

Job Description

Status	Teaching Assistant
Responsibility	Primarily working with pupils in years 3 to 6.
Part-time:	32 hours a week term-time, plus approximately 18 days of holiday club provision.
Hours:	Term Time: Monday to Friday, 8am to 1.30pm and Thursday's until 6 pm. Four In-Service Training Days (Insets). 144 hours (approximately 18 days) spread across all of the holiday periods helping with holiday club provision. Maximum two Saturday Open Mornings per year.
Pro rata salary:	£15,987 - £17,000. (No national pay scale)
Holiday Entitlement:	FTE 20 statutory days and 8 bank holidays. Pro-rata 20% days
Additional Benefits:	Pension Discounted Nursery / School fees Free Lunches
We Offer:	Children who are eager to learn and exceptionally well behaved Supportive and welcoming colleagues across the school A well-resourced school Ongoing commitment to staff wellbeing and continuing professional development A wonderfully strong School community

Ethos / Mission Statement

Rydes Hill Preparatory School and Nursery is a Catholic school where children learn how to live in a loving relationship with God and each other. Christian virtues of love and justice, faith and courage, hope and perseverance are fostered. Pupils and staff comprise individuals of different faiths and beliefs but the Rydes Hill community aspires to unity within the life of the School based on shared moral values. The importance placed on the development of individual talents is at the heart of what the School stands for and all are encouraged and challenged to be the best they can be.

We Aim to:

- Promote excellence in all areas, and to develop each pupil's abilities and character to the full.
- Provide academic teaching and to foster learning and scholarship of the highest quality together with a wide range of cultural, sporting and extra-curricular activities.
- Promote a purposeful and disciplined atmosphere, in which children are encouraged to achieve their full potential, staff can find vocational fulfilment in their career, parents, Governors and all can use their talents for the greater good of our community and for society as a whole.
- Nurture an awareness of spiritual and moral values and uphold our kindness code.
- Recognise each member of the School community as unique, with talents to develop and a contribution to make and that equal opportunities are available to all.
- Encourage pupils from a variety of backgrounds who have a range of qualities, abilities and talents, pupils who will make a real contribution to the success of the School in many different ways.

Purpose of the Role and Key Responsibilities

To work with children (identified by the SENCO in collaboration with class teachers) who need additional support. This could include children with physical disabilities, learning, emotional, behavioural or communication difficulties, conditions such as autism, dyspraxia, dyslexia, ADHD, sensory impairments (eg visual impairment), sensory processing disorder or mental health issues;

To liaise with class teachers and provide outstanding education and care, using specialist knowledge and experience;

To work with the Deputy Head (Academic) to provide high standards of academic progress;

To work with the Deputy Head (Pastoral) to provide high standards of pastoral care;

To raise standards through continuous self-evaluation;

To take responsibility for safeguarding the children and Health & Safety within the school.

Main Tasks:

- To support children identified by the SENCO and class teachers in their schoolwork under the supervision of the class teacher across the prep departments
- To work in the classroom with the teacher or independently in the SEN resource room, as agreed with the class teacher
- In consultation with the class teacher develop a programme of learning activities
- To prepare and adapt teaching materials to meet individual needs
- To prepare learning resources
- To put into practice individual education plans and social & behavioural plans
- To check and assess academic progress of each child and provide written feedback with the class teacher
- To check and assess the personal development of each child; build confidence, self-esteem and independence with the aim of weaning off the help
- To report to the Deputy Heads via incident forms
- To encourage and facilitate children communicating with one another and with the staff
- To provide written evidence of plans, activities and progress for meetings and reviews
- To recognise signs of distress in children and offer reassurance
- To keep records of interventions

- To inform the finance department of paid interventions
- To use special programmes of work e.g.
 - Toe by Toe (for phonological awareness)
 - Stare way to spelling (Spelling programme)
 - Lego therapy
- Manage the use of reading rulers in the school; test children termly, allocate reading rulers, recall and maintain stocks

Person Specification:

Skills and Personal Qualities Required:

- A passion for working with children with a positive can-do attitude.
- Good communication and “people” skills
- The ability to work as part of a team
- Tact, sensitivity and an understanding of confidentiality
- A responsible and professional attitude
- Patient and kind; with the ability to be firm where necessary
- Good time keeping
- Level 3 qualification or equivalent work experience.
- Sound understanding of child development, and of children's needs.
- Ability to work with parents and families to encourage their involvement.
- Ability to effectively work with the Senior Leadership team
- Ability to write clear feedback for class teachers, SLT.
- Evidence of taking responsibility for own continuing professional development.
- Commitment to equal opportunities and an understanding of equality and diversity issues

Desirable Criteria

- Experience with ELSA or Nurture is beneficial but not essential.

Any offer of appointment will be subject to satisfactory references, the completion of a medical form and criminal record check via the Disclosure and Barring Service (DBS).