



The Paragon School

Post: SEND Teaching Assistant

Reporting to:

1. Head of Learning Support- SENDCo
2. Deputy Head Pastoral
3. Head of School

Prior Park Schools

Prior Park Schools is a family of Christian schools based in Bath and Gibraltar. Together, the Schools offer education for pupils aged between 3 and 18. Since the establishment of Prior Park College in 1830, the family has grown, with The Paragon School joining in 2006, and Prior Park School Gibraltar being opened by Prior Park Schools in 2016.

The Schools' Mission is to steward a thriving family of communities with love for the young people they serve at their heart. These vibrant communities cultivate creativity, foster integrity, and transform lives.

Across three sites, the Schools educate over 1100 young people of all faiths and none. The values underpinning the Mission and the Schools' educational offerings are Curiosity, Generosity, and Courage. The Schools believe that quality education changes lives and that outstanding schools are engines for positive social transformation.

Our Schools provide excellent teaching, equipping our young people to leave for a variety of exciting destinations. The success of what the Schools do in the classroom is intertwined with their co-curricular offerings. The young people undertake a wide variety of activities, which, in addition to being fun, challenge them to persevere to succeed. We work together imaginatively and courageously to hone the skills our young people need to forge their place in the world.

Prior Park Schools (PPS) have long been renowned for the quality of their pastoral care. Grounded in the love that sits at the centre of our Mission, our pastoral ethos allows young people to feel safe and secure to challenge themselves, to learn who they want to be, and to discover the difference they want to make.

Each of the Schools' Heads are supported by a Leadership Team, who together lead the day-to-day educational business of their respective schools. The Board of Trustees provides governance and support for the Heads and their schools via a number of Advisory Committees which include Local Boards for each of the schools, the Finance, Audit, Investment & Risk Committee (FAIR), an Education Committee and Safeguarding oversight.

The Executive management of the schools is devolved to the Prior Executive Board (PEB) which comprises the Heads of each constituent school and The Director of Operations & Finance. The PEB drives the strategic development of PPS, ensuring that it is on track to deliver its Vision and thereby remains a market leader in independent education.

Purpose of the Role

The SEND TA is a key role providing additional support to staff in meeting the needs of a child or children with additional needs within their year group in their class and at



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unstructured times. Allocation to the year group will relate to support in meeting the needs of a specific child or children. The SEND TA will work collaboratively with the class teacher and any class TAs to meet these specific needs under the guidance of the SENDCo.

Contacts

The SEND TA can expect to have a wide range of contacts with stakeholders both within and beyond the organisation. Contact with external agencies is of particular importance. Regular liaison with the SEND department staff and parents will be required.

The Learning Support Department

TPS has a Learning Support (LS) department that supports children with additional needs. The department is led by the Head of Learning Support-SENDCO who is supported by the SENDCo assistant/enrichment teacher. There are four other specialist teachers who work 1:1 with pupils in the department classroom. SEND TAs form part of this department and work to support children within their lessons. SEND TAs meet weekly as a team with the SENDCo and work closely with staff in the year group where they are allocated to support a child or children.

The Role

The SEND TA will report directly to and be line-managed by the Head of Learning Support. In their work the post holder will have day to day responsibility for their own work priorities and maintenance of high standards.

The current position required is to work with a child in Year One with likely ADHD and Autism.

The role is based predominantly at The Paragon School but travel to other locations may be required as part of wider Prior Park Schools work.

The main areas of responsibility are:

- Implementing strategies as outlined in the child's EHCP
- Attending regular review meetings, the EHCP Annual Review, and maintaining records to contribute to this
- Working alongside the class teacher and support staff to engage the child in learning
- Providing opportunities for the child to have a sensory break
- Recognising when alternative strategies may be needed and redirecting support
- Communicating with the staff team effectively to balance the support around the child
- Liaising with parents about strategies that are working well and development of new strategies as needed and reviewing progress
- Working in collaboration with the Head of Learning Support to review support and progress
- Creating Support Plans in collaboration with staff and parents
- Maintaining records of progress and regulation
- Support to the child at unstructured times to engage in an activity and self-regulate
- Working closely with external agencies to review and amend support

Line Management

The SEND TA has no direct line management responsibilities.

The tasks listed above are not exhaustive and other additional, reasonable duties falling within capabilities of the post holder may be required, depending on the needs of PPS.

JD reviewed December 2024

Professional Specification and Personal Attributes

The post holder will be [brief overview of person required]

The post holder will be required to either hold, or be willing to gain appropriate, First Aid qualifications.

	Essential	Desirable
Qualification	<ul style="list-style-type: none"> • Minimum of 5 GCSEs including English and Maths at Grade C or above or equivalent • Training specific to SEND- such as Positive Handling 	<ul style="list-style-type: none"> • Educated to A level or equivalent • Childcare, TA or education qualification • Specific qualification related to SEND
Experience	<ul style="list-style-type: none"> • At least 2 years' experience of working with a child or children with ADHD and/or Autism • Previous experience of working in a school in a teaching or support role • Experience of working as part of a team to successfully meet a child's needs • Experience of working collaboratively with external health and educational professionals 	<ul style="list-style-type: none"> • Previous experience of working within key stage 1 • Experience of leading on support and developing appropriate support plans
Knowledge	<ul style="list-style-type: none"> • Excellent understanding and working knowledge of current strategies to support children with ADHD and Autism • A good knowledge of responsibilities as set out in the SEND Code of Practice (2015) • Sound working knowledge of safeguarding and keeping children safe in education • Knowledge and awareness of the importance of confidentiality and data protection 	<ul style="list-style-type: none"> • Membership or subscription to SEND associations
Skills and competences	<ul style="list-style-type: none"> • Excellent written communication skills with the ability to keep comprehensive records • A good sense of humour • Excellent level of interpersonal skills to enable liaison with staff, external organisations and parents • Excellent organisational skills, able to adhere to policies and procedures and follow guidance • An ability to share good practice and proactively amend practice with colleagues effectively • An ability to work collaboratively across many departments and develop and 	



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	<p>maintain positive and supportive working relationships</p> <ul style="list-style-type: none">• A flexible attitude towards duties and working patterns to fulfil the requirements of the role• An ability to be a confident IT user	
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Child Protection

All staff employed by Prior Park Educational Trust must be committed to safeguarding and promoting the welfare of children and young people across our 3-18 Trust, both in and out of our Schools. All staff are expected to adhere to and always ensure compliance with the Trust's Child Protection Policy Statement. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

Data Protection

In the course of employment at Prior Park Educational Trust, staff may have access to confidential information relating to pupils and their families and are required to exercise consideration in the way they use such information. Staff should not act in any way which might be prejudicial to the interests of any school within the Trust. Information which may be included in the category covers both the general business of the school and information regarding specific individuals. A strict code of confidentiality must always be adhered to. The Trust's schools operate under the Data Protection Act 2018 and implement policies that meet General Data Protection Regulations (GDPR). Staff must not at any time use the personal data held by the school or disclose such data to a third person.

Special Working Conditions

Prior Park Schools operates a policy under which smoking, including e-cigarettes or vaping, is not permitted anywhere onsite.

Schools are physically demanding environments and the [post holder] can expect to be involved in activities which may require physical exertion, e.g., [any specific physical activities] as and when required, always observing health and safety regulations and practices.

We offer a supportive working environment, a competitive salary as well as free lunch each day the kitchen is operational. As a term time role, we also offer 33 paid days holiday (including bank holidays), access to other benefits including free parking onsite, generous fee remission for eligible children, a contributory pension scheme and complimentary gym membership.