PINNER
HIGH SCHOOL



TEACHING ASSISTANT

CANDIDATE INFORMATION PACK

Inspiring Learning

Beaulieu Drive, Pinner, HA5 1NB
www.pinnerhighschool.org

Dear Applicant,

I could not be more excited about Pinner High School, present and future. I have the best job in education: leading a new project with supportive local schools committed to sharing their expertise; an aspirational and involved community; a fabulous site, part way through a major refurbishment. The future is exceptionally bright.

I am now looking for more exceptional colleagues who can join me on this journey. Our opening year was a great success, with very positive inspections from the Department for Education, the Harrow Academies Trust and independent consultants 'B11' noting that we 'have the model for an Outstanding school'. We were delighted to be featured in the Parliamentary Review 2017, showcasing best practice in education nationwide. At the end of our first year, parents, students and staff all rated us as 'Outstanding' in all categories. More important than all of that, we have happy students who are keen to learn, who have settled well into a busy and active secondary school life.

Whilst our opening year and a half has been extremely successful, new colleagues will need to lift us to new heights. As we grow from 300 to 1,162 students and complete our refurbishment programme you will ensure our students continue to make exceptional levels of progress and receive first class pastoral care, with access to the highest quality enrichment activities: everything that is involved on our school motto 'Inspiring Learning' that makes our school an excellent, inclusive one for the whole community.

Whilst setting up Pinner High School is immensely rewarding, establishing a new school is certainly challenging. Before opening I created a uniform, met with our local Councillors and Member of Parliament, selected the type of flush mechanism for the toilets, and developed expertise in drainage solutions for DT classrooms. Now open, the school feels more familiar, but a role at Pinner High School is a varied one that will expand your professional horizons. Our first group of students are our trailblazers, and new colleagues will need the same pioneering mindset.

I am well aware that no matter how strong the foundations, an organisation is only as good as its people. The Pinner High School that we build together is one where colleagues are valued for the contributions they make to the lives of the young people we serve, and are recognised for the opportunities they provide for our students. Over 600 people have applied to work at the school since it was proposed, and I have exceptionally talented and hardworking colleagues. We achieved the Investors in People Health and Wellbeing Award in our first year of opening, and new members of staff will share a commitment to a healthy work-life balance.

If Pinner High School sounds like it is right for you, complete the application form in full and submit a personal statement, of no more than two sides of A4. In your personal statement explain why you want to work with us and why you are the best person for the role. Applications must be emailed to careers@pinnerhighschool.org. Please include your name and the post you are applying for in the subject line of the email and in the file name with which you save your application.

I look forward to hearing from you.



Chris Woolf, Headteacher

Teaching Assistant

Reports to:	ASD Leader
Start date:	September 2018
Salary:	H2 £19,881 FTE
Hours:	Full Time, 36 hours per week, 39 weeks per year; term time only Part Time considered
Contract:	Fixed Term 1 year

We encourage you to read our website carefully and familiarise yourself with our prospectus, this candidate information pack and the application form for the post.

Pinner High School opened in September 2016 with 150 Year 7 students. We will admit 180 Year 7 students each year; so having 900 Year 7 – Year 11 students in 2020/21. Its onsite sixth form, for up to 250 students, will admit its first Year 12 students in 2021/22. Pinner High will have its full complement of year groups in 2022/23. There will be 12 additional places for students with Autistic Spectrum Disorder. (So the total roll will be 1,162 if all year groups and the ASD places are full). Pinner High School is located on Beaulieu Drive, HA5 1NB. The site is adjacent to the site of Cannon Lane Primary School, which is currently expanding from 3 forms of entry to 4.

Pinner High School is part of The Harrow Academies Trust, a multi-academy trust established by the seven secular high school academies within Harrow. These high schools, together with Whitmore High School (which is a community school maintained by Harrow Council), have a strong track record of collaboration, including establishing Sixth Forms, the age-of-transfer that saw Year 7 join high school (instead of middle school), academy conversion in 2011, and establishing The Jubilee Academy (an alternative provision free school) in 2013.

The Harrow Academies Trust also includes Harrow View Primary School, which is a primary school that will be constructed as part of the major housing / regeneration project in Harrow on the site of the current Kodak site.

The following job description is not necessarily exhaustive; it will be reviewed as appropriate and may be subject to modification or amendment at any time after consultation with the post holder.

While this post is expected to be based predominantly at Pinner High School it may involve work with, and at all schools within, the Trust as the Trust develops.

INTRODUCTION

At the heart of a successful school is the provision of high quality teaching and learning, the effective use of resources, improving standards of achievement for all pupils and the promotion of pupils' personal development and well-being. All colleagues play a key part in this provision by a commitment to the school's ethos, by working effectively in support teams for the benefit of our students. In this way, s/he assists the school in reaching its targets and objectives.

JOB DESCRIPTION:

CORE PURPOSE

To work with a range of students, giving priority to those who need the most help, especially those with a Statement of Special Educational Needs or an Education, Health and Care plan and others with additional learning needs.

To support identified individuals in accessing the social and academic curriculum in the most effective way, ensuring this is appropriate to their needs and understanding, and To bring life to the school motto of 'Inspiring Learning'.

KEY RESPONSIBILITIES

Support for Students:

- To support the development, learning and progress of children and young people to maximise their academic and personal progress.
- To contribute to effective personalised provision by taking practical account of diversity.
- To support learners in accessing the curriculum in accordance with the special educational needs code of practice and disabilities legislation.
- To plan learning activities and how they will support the inclusion of children and young people.
- To devise clearly structured activities that interest and motivate learners and advance their learning.
- To be actively aware of the learning and language needs of the students with whom he/she works, including needs relating to their emotional and social development.
- To deliver, where necessary, interventions to support the learning or pastoral needs of students.
- To encourage students to make best use of the technological resources available to them.
- To support students, one-to-one, or in a small group, e.g. individualised programmes.
- To act as a scribe and/or reader, in strict accordance with the guidelines, in internal and external examinations.

SEN Keyworker:

- To be the first point of contact for any issues or support that you need to discuss.
- To monitor key student's academic progress and support other needs as and when necessary.
- To update key student's SEN information on SIMS logging any relevant information.
- To keep students learning profile updated and review at least once every term.
- To liaise with teachers and parents about students when necessary.
- To report any concerns to line manager and any serious concerns to the safe guarding lead.
- To support with any additional interventions that key students may require.
- To meet with each key students at least once a term to check in.

Support for Teachers:

- To contribute to the planning and preparation of learning activities.
- To contribute to the selection and preparation of resources suitable for children and young people's interests and abilities.

- To monitor learners' responses to activities and modify the approach accordingly.
- To monitor learners' progress in order to provide support and feedback.
- To support the evaluation of learners' progress.
- To advance learning when working with individuals, small groups and whole classes.
- To provide regular feedback to the student, SENCO Leaders, parents, teachers and other professionals, as appropriate, regarding progress made by individuals.
- To update and maintain records and information systems, on behaviour, attendance and other related issues, both computerised and manual, with due regard for data protection and confidentiality.
- To contribute to safeguarding children and keep up to date with the latest procedures and regulations and ensure attendance at appropriate INSET training, meetings, and suchlike.

Support for School:

- To be committed to, and promote, the school's vision, aims, objectives and values.
- To promote positive behaviour and respond appropriately to situations that challenge equality of opportunity.
- To work co-operatively and support the Academy's Professional Review system.
- To be responsible for promoting and safeguarding the welfare of all students.
- To maintain records of support.
- To perform administrative tasks as required.

NOTES

The job description is current at the date shown, but in consultation with you, may be changed by the Headteacher to meet changing regulations or circumstances. These would be commensurate with the grade and title of the post.

All postholders are expected to be aware of and comply with policies and procedures relating to health and safety and security, confidentiality and data protection, reporting all concerns to the Headteacher and/or Line Manager as appropriate; ensure compliance with your responsibilities as laid out in the Pinner High School Equal Opportunity Policy and take an active role in promoting equality and diversity; promote the school's policy on behaviour and punctuality for learning, and a commitment to providing a caring and stimulating environment and improving standards for all pupils within the school.

The postholder may be asked by the Board of Trustees, Local Governing Body or Headteacher to undertake other duties that are reasonably regarded as falling within the duties and responsibilities of the post.

All staff employed by the Trust are required to be fully aware of and understand the duties and responsibilities arising from the Children's Act and associated Government guidance in relation to child protection and safeguarding young people.

All staff employed by the Trust are required to reflect and model the ethos and values of the Trust. All staff employed by the Trust are required to respect the confidentiality of information relating to students, their families, and staff.

Pinner High School and Harrow Academies Trust are committed to safeguarding and promoting the welfare of students. Successful applicants will be required to undergo an enhanced Disclosure and Barring Service (DBS) check.

PERSON SPECIFICATION

Education, Qualifications and Training	Essential	Desirable	How Identified
Maths & English Grade C or above GCSE (or equivalent)	Yes		Application
Degree or professional qualification		Yes	Application
NVQ 2 for Teaching Assistants or equivalent qualification or willingness to work towards a relevant qualification.		Yes	Application
Experience	**Essential**	**Desirable**	**How Identified**
Experience of working with young people	Yes		Application Reference Interview
Previous experience of working to support students in an education environment		Yes	Application Reference Interview
Experience of working with data systems and on line materials and a knowledge and understanding of data security		Yes	Application Reference Interview
Experience of working with a range of stakeholders in a service environment		Yes	Application Reference Interview
Knowledge, Skills and Abilities	**Essential**	**Desirable**	**How Identified**
Good basic IT proficiency	Yes		Application Interview
Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds	Yes		Reference Interview
Demonstrates great communication & interpersonal skills	Yes		Interview Reference
Demonstrates an ability to quickly establish positive working relationships with students, staff, parents and a wide range of people from within and outside the school	Yes		Application Reference Interview
Demonstrates an ability to handle difficult situations with sensitivity, confidentiality and discretion at all times, combined with a calm	Yes		Reference Interview

personality, a practical approach and sound judgement			
Ability to be a good role model to young people – demonstrate and promote positive values, attitudes and behaviour	Yes		Reference Interview
Demonstrates an ability to maintain a non-confrontational approach	Yes		Reference Interview
Other Requirements	**Essential**	**Desirable**	**How Identified**
Enthusiasm, energy and commitment	Yes		Reference Interview
High expectations of all young people, respect for their social, cultural, religious & ethnic background, and a commitment to raising the achievement & self-esteem of all young people	Yes		Application Interview
A commitment to safeguarding & promoting the welfare of children and young people	Yes		Application Reference Interview
A willingness to undertake additional training, keep up-to-date with developments and changes in good practice	Yes		Interview
Awareness and adherence to relevant health & safety regulations and a commitment to equality of opportunity	Yes		Application Interview

March 2018