



Marjory Kinnon School

Early Years Teaching Assistant

APPLICATION PACK

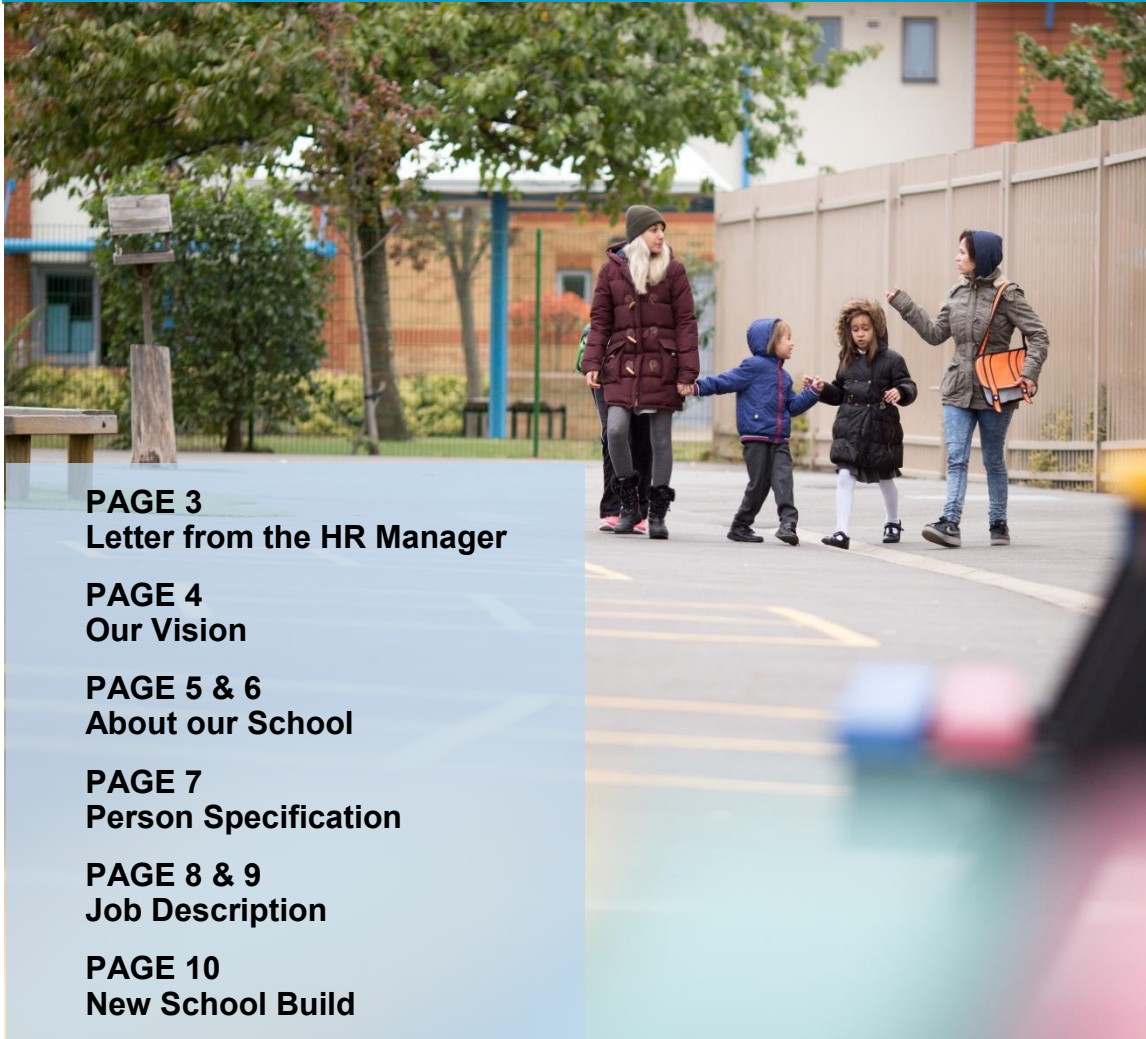
February 2018



Marjory Kinnon School

Hatton Road, Bedfont, Middlesex, TW14 9QZ

www.marjorykinnonschool.co.uk



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Dear Applicant,

Thank you for your interest in Marjory Kinnon School.

Marjory Kinnon School is a popular all age special school for children aged 4-16 years. Ofsted has judged the school as 'good' with behaviour being 'outstanding'. The school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. We are based in the London Borough of Hounslow and have good transport links with Hatton Cross tube station and Feltham Station close by.

We are looking for a Early Years Teaching Assistant who shares our passion for learning, has a philosophy that all pupils deserve the best and is committed to giving their best.

This is an exciting time to be join our happy, friendly and supportive team of professionals as we complete our move into a new purpose built building with excellent facilities that will better meet the needs of our pupils and enhance their education.

Visits to the school are encouraged and warmly welcomed. If you would like any further information, an informal chat or to arrange a visit, please contact

hr@marjorykinnon.hounslow.sch.uk

Please address the person specification when writing your personal statement. We will contact you to inform you if you have been shortlisted and the date you will be asked to attend for interview.

The key dates of the recruitment process are:

Closing date: Midday on Monday 5th March 2018

Interview: Week Beginning Monday 12th March 2018

We ask that online applications are submitted via the www.tes.com, www.eteach.com or www.jobs.theguardian.com/jobs/schools/ websites.

Further information about the school is available on the school website (www.marjorykinnonschool.co.uk). If you would like any specific information to assist you in your application, please email me at hr@marjorykinnon.hounslow.sch.uk

We look forward to hearing from you.

Yours faithfully

Christine Houston
HR Manager



Education For Life

We aspire to facilitate learning in a professional and caring environment where the children have the chance to develop their self-esteem, core values and independence, and to learn and make maximum progress in functional literacy, numeracy and life skills.

Our Vision

Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.

Nurture - Challenge - Inspire



What matters to us

- We create a safe, caring and well organised school;
- We present children with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning;
- We encourage core values, mutual respect and an appreciation of the worth of others within and beyond the MKS community;
- We develop and support a highly motivated group of staff.

Things we do

- Talk for Writing (TfW).
- Maths Mastery
- Read Write Inc to support the development of literacy skills across the curriculum.
- Therapeutic interventions (SCERTS, Thrive).
- CYGNET support for parents promoting increased engagement.
- UNICEF 'Rights Respecting Schools'.





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| School Vision & Values | <p>OUR VISION Every pupil will learn the skills and develop the confidence needed to become a valued integrated and independent member of their community.</p> <p>OUR MISSION Through our learning, work and play we nurture, challenge and inspire each other to achieve our full potential.</p> <p>OUR VALUES <i>Kindness:</i> We aim to be kind to everyone. <i>Respect:</i> We are respectful and responsible in everything we do. <i>Tolerance:</i> We value and celebrate differences in each other. <i>Perseverance:</i> We keep trying until we succeed.</p> |
| Location & Physical | <p>The school comprises of pupils from across Hounslow, with a small number from outside of the Borough.</p> <p>The school will move into a new purpose built building in February 2018.</p> |
| Governing Body | <p>The role of Marjory Kinnon's Governing Body is to provide strategic leadership and accountability. Its key functions are to:</p> <ul style="list-style-type: none"> • set the aims and objectives for the school; • set the policies and targets for achieving those aims and objectives; • monitor and evaluate progress; • be a source of challenge and support to the Headteacher. |
| Pupils | <p>The 185 pupils in Early Years to Key Stage 4 this year will increase over the next 4 years to 288. Marjory Kinnon is over subscribed and we will be moving into the new school with a waiting list. Admissions are managed by the Local Authority.</p> <p>The school accommodates a range of pupil needs, predominantly autism, and classes for vulnerable pupils with medical needs, global and physical delay. The school provision is cognitively within the MLD to SLD range of ability. There are two PMLD/Complex SLD schools in Hounslow and pupils with these needs would be expected to be admitted to these schools. MKS has a published entry criteria that identifies the range of pupils' needs that can be met.</p> |
| Leadership Team | <p>The school is supported by an excellent senior and middle leadership team, all trained extensively in a range of leadership skills.</p> <p>Outstanding performance management systems are in place in the school, with opportunities for all staff to continuously develop skills and access training at a range of levels.</p> |



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| Data Headlines | <p>All our children are working significantly below age related expectations.</p> <p>We have a bespoke assessment system that tracks progress against targets set by the class teachers. These targets are moderated termly.</p> <p>For 2016/17:</p> <ul style="list-style-type: none"> • In reading 84% of pupils KS1-3 met or exceeded their targets. • In writing 87% of pupils KS1-3 met or exceeded their targets. • In Number 93% of pupils KS1-3 met or exceeded their targets. • KS4 English Entry Level: 100% of pupils met or exceeded their targets, 71% of pupils met or exceeded their Functional Skills Targets • KS4 Maths Entry Level: 100% of pupils met or exceeded their target. For GCSE Maths 50% met or exceeded their targets (1 pupil absent during exam). • KS4 Science Entry Level: 67% of pupils met or exceeded their target. For GCSE Science 100% of pupils met and 50% exceeded their targets. • KS4 Computing IT Entry Level: 100% of pupils met and 43% exceeded their target. For GCSE IT Computing 100% of pupils met and 50% exceeded their targets. • KS4 PSD: 100% of pupils achieved their social and emotional targets on EHCPs. |
| Teaching & Learning | <p>The school is organised in three departments, Early Years, Primary and Secondary.</p> <p>Pupils are placed either in nurture classes, complex needs classes or classes where the routines are highly structured and there are high levels of support.</p> <p>Pupils are presented with challenging learning opportunities planned using differentiated programmes based on the national curriculum that takes into account their barriers to learning.</p> |
| Therapies & Interventions | <p>Marjory Kinnon works with the Local Authority and Hounslow & Richmond Community Healthcare (HRCH) SaLT and OT.</p> <p>The school employs a very successful intervention team that delivers SCERTS, Thrive and counselling interventions for groups and individual children.</p> |
| Future Plans | <p>The school is currently exploring opportunities to work collaboratively with local schools through the Hounslow Education Partnership and with individual secondary schools. The issue of academisation has been discussed by Governors and is to be kept under review.</p> |



Qualifications & Experience

- Degree Desirable
- GCSE or Equivalent qualification in English and Mathematics (or a willingness to achieve this within 2 years of appointment).
- Child Care/NVQ/ other relevant qualification (related to education is desirable) at level 3. TAs working in Early Years classes will need to have an appropriate Early Years qualification.
- Experience of support work with children in an educational setting.

Knowledge & Understanding

The post holder will have knowledge and understanding of:

- The National Curriculum and Schemes of Work in Literacy and Numeracy.
- The principles of child development and processes of learning.
- How to remove barriers to learning for pupils with a range of SEN (cognitive learning difficulties, ASD, Communication and Language needs, Attachment needs, Social and Emotional development needs) and promote inclusion.
- How to support the development of social communication and literacy skills, promoting high standards of literacy, articulacy and numeracy.
- How to support the development of independence.
- How to support phonics and reading development including use of cued articulation.
- How to support pupils with ASD barriers to learning.
- Excellent written communication skills and a high level of ICT literacy.

Skills

- Is able to work as a member of a class team to deliver and assess planned lessons.
- Is able to build and maintain successful and positive relationships with pupils, treating them equitably with respect and consideration.
- Can break down given planned tasks into small steps of learning and can give focused feedback on progress made and next steps.
- Can use ICT effectively to support learning and general administrative tasks.
- Can self-evaluate effectively to improve own practice.
- Hold a UK driving license and, after training is provided, be willing to drive minibus (desirable).

Pupils & Staff

- Show evidence of raising standards that have impacted positively on pupil attainment and teaching and learning.
- A clear understanding of what makes good and outstanding teaching and an ability to develop a culture where striving for outstanding teaching and learning is central to the school's work.
- A belief in the role of independent learning in education with the ability to articulate and deliver this vision.
- An understanding of excellent strategies for management of SEBD needs and challenging behaviour.
- A commitment to valuing, supporting and encouraging the professional development of all staff members.

Strengthening Community

- Show evidence of building and nurturing a strong positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement.
- A commitment to building and maintaining effective and positive relationships with parents/carers, governors, the wider community and other schools.
- Can inspire and influence others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives.

Personal Qualities, Skills & Characteristics

- Excellent written communication skills and a high level of ICT literacy.
- Proven ability to listen to, understand and work effectively with all children, staff, governors and parents/carers.
- The ability to foster an open, transparent and equitable culture, deal effectively with difficult conversations and conflict at every level, and to value and praise good and outstanding practice.

Professional Values and Practice

- Be positive and respond to situations in a calm, professional manner at all times.
- Be self-motivated, creative, robust and resilient.
- Carry out responsibilities while being flexible and adaptable.
- At all times model good relationships, attitudes and behaviour.
- Work collaboratively within a team using own initiative.
- Understand and respect social, cultural, linguistic, religious and ethnic backgrounds.
- A high level of commitment to safeguarding, inclusion and equality in all aspects of school life.
- Demonstrate a willingness and ability to improve own practices and to act on feedback.
- Support the Head Teacher and Deputy Head Teacher in their duty to ensure that the school meets its educational aims to deliver the best possible educational outcomes for pupils.
- Act as a positive ambassador for Marjory Kinnon School and make a meaningful contribution to the school community.



Contractual Details

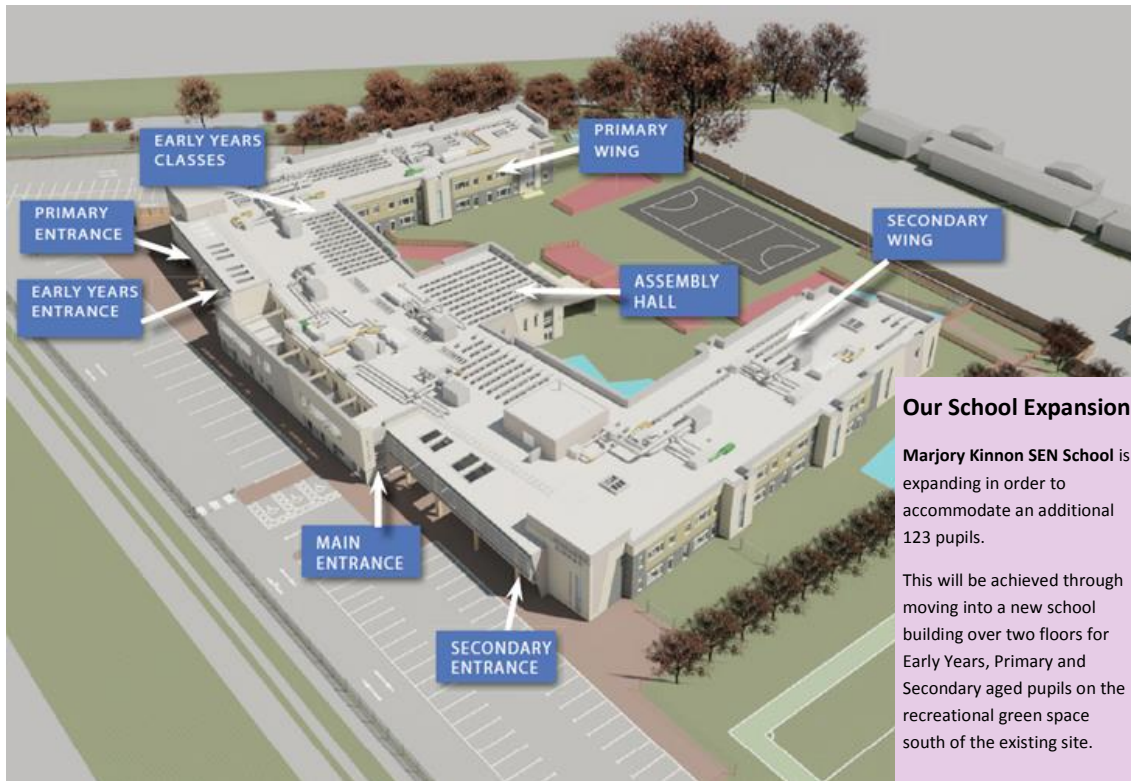
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| Post Title | Teaching Assistant |
| Responsible To | Class Teacher |
| Contract Type | Permanent |
| Salary | Scale 5 (point 22-25) |
| Job Purpose | <ul style="list-style-type: none"> To work under the direction of the class teacher (or TA leading the class in the short term absence of the class teacher), to implement planning and assessment, working with individual or small groups of pupils in order to achieve high levels of accelerated pupil progress. To support pupils to overcome barriers to learning, promoting the inclusion of all pupils by developing their communication skills, supporting them to manage their behaviour, developing independence and social skills and to take responsibility for monitoring/reporting on the impact of class based interventions. To provide supervision and guidance and learning opportunities in all non lesson based activities. |

Support Responsibilities

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| Teaching and Learning | <ul style="list-style-type: none"> Under the supervision of the class teacher or the TA covering the class teacher, deliver planned activities to individuals and small groups in small steps so that they are able to access the planned learning. Support the development of pupils' literacy skills in all lessons. Support social communication skills at all times. Support the development of pupils' independent learning and independence skills. Plan and deliver lunchtime activities as timetabled. Facilitate play and social interactions at play and lunch times. |
| Assessment | <ul style="list-style-type: none"> Feedback to the class teacher on the progress made by individual pupils throughout the lesson verbally and in written form. Assist the class teacher to mark work and give verbal feedback to pupils on progress made and next steps in all lessons. In liaison with the class teacher, to contribute to pupil reports and participate in reviews of pupil progress. Work with the class teacher to identify pupils requiring targeted interventions based on pupil progress data and ongoing assessment of progress. |



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| Pastoral | <ul style="list-style-type: none"> • Provide support for pupil's emotional and social needs by encouraging and modelling positive behaviour in line with the School's Behaviour Policy. • Contribute to the writing of Behaviour Support Plans. • Assist with the general pastoral care of the pupils, follow Health Care Plans, administer medication and help pupils who are sick, distressed or injured. • Actively engage and supervise pupils during unstructured time and transitions as necessary for their safety. • Establish positive relationships with the pupils and encourage them to interact with others and engage in activities. |
| Management of resources | <ul style="list-style-type: none"> • Prepare the classroom for lessons, ensuring resources are available and cleared away throughout and at the end of the lesson. • Prepare and maintain appropriate learning aids, materials and equipment and assist the pupils in their use. |
| Support to the class teacher | <ul style="list-style-type: none"> • Carry out any reasonable duties, which the class teacher deems appropriate and necessary for the benefit and well-being of the pupils. • Accompany the class teacher and supervise pupils on visits, trips and out of school activities as required • Work on displays following consultation with the class teacher/Team Leader. • Provide general clerical support, e.g. photocopying, laminating, filing, etc as required. • Liaise with parents under the direction of the class teacher. • Attend Parents' Evening. |
| Other | <ul style="list-style-type: none"> • On joining the school to attend Induction sessions. • Successfully complete probationary period. • Assist as required in work familiarisation of new members of staff or volunteers. • To act as a first aider (if appropriate training has been provided). • To drive the school minibus (if a holder of a full driving license and appropriate training has been completed). • Contribute to the creation and development of an organisation in which all staff recognise that they are accountable for the success of the school. • Attend and participate in regular meetings and planned training sessions. • Fulfil responsibilities as specified on school rotas and duties and undertake lunchtime supervision duty. • This job description is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. It is expected that the post holder may, if required, carry out any relevant additional duties, which the Head Teacher may, from time to time, deem appropriate and necessary. |



Our School Expansion

Marjory Kinnon SEN School is expanding in order to accommodate an additional 123 pupils.

This will be achieved through moving into a new school building over two floors for Early Years, Primary and Secondary aged pupils on the recreational green space south of the existing site.