

MORPETH SCHOOL



Teaching Assistant Application Pack

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Dear Candidate,

Thank you for your enquiry about the vacancy for the post of **Teaching Assistant** at Morpeth School. We are pleased that you are interested in finding out more about working here.

We hope that our school website www.morpethschool.org.uk will give you a strong sense of the school. You will find the Job Description/Selection Criteria in this pack and an Application Form with any other details on the website. In your application, we are particularly interested in knowing how you think your skills and experience will match Morpeth.

If you have any issues accessing the recruitment documentation, please do not hesitate to contact our HR Officer, Pedro Cedenio (recruitment@morpeth.towerhamlets.sch.uk).

Completed applications should be returned to this address by Monday 24th March 2025. Successful candidates will be contacted by telephone and invited for interview thereafter.

Unfortunately, we are not able to contact unsuccessful applicants individually. If you have not heard from the School after 10 working days past the deadline, please assume you have not been shortlisted for interview.

Please note that as this post involves working with children, it is exempt from the Rehabilitation of Offenders Act 1974, which means that all convictions, cautions and bind-overs (including those regarded as 'spent' for other purposes) must be declared if you are invited to interview. Please see the application form for further details.

Yours sincerely,



John Pickett
Headteacher



Morpeth is an eight-form entry, mixed, 11-19 comprehensive school situated in Bethnal Green, Tower Hamlets and we are very much a community. Our values are longstanding; they encapsulate the way we work and the way the school feels.

We are a community:

- committed to learning and achievement
- based on friendship and respect
- where everyone is valued.

We are proud of our diversity – we represent the wider Tower Hamlets community – and recognise that in order to make everyone feel included and valued, this requires ongoing and explicit consideration.

We prioritise the development of trust and understanding between pupils from different backgrounds; all members of staff – teaching and non-teaching – work together regularly throughout the year to develop our relational practice. As a result, visitors frequently comment on how friendly the school feels and the excellent relationships between staff and between pupils and staff. We are over-subscribed both for Year 7 and the sixth form, and have a very strong track record of recruitment and retention of teaching and support staff.

We have over 110 teaching staff, 35 Teaching Assistants, and 70 other support staff who share a strong belief in what our pupils can achieve. Our teachers are subject specialists, passionate about those subjects and keen to develop their knowledge and practice. We also place great importance on learning beyond the classroom. There is an extensive programme of extra-curricular experiences and over 150 lunchtime and after school activities offered weekly.



We are fortunate in that the entire school has been rebuilt or refurbished to a very high standard over recent years, and we have been able to invest heavily in learning resources for pupils. Schools across Tower Hamlets have a long tradition of working closely together and in recent years this has been facilitated and strengthened by the Tower Hamlets Education Partnership.

What makes us different?

Our KS4 curriculum structure

When we reviewed our KS4 curriculum in 2010 we decided that the traditional model that we offered didn't feel sufficiently flexible or tailored to our students both in terms of context and inclusion. It was 'one size fits all'. We wanted to continue to provide a rich and broad curriculum where the arts are valued alongside core academic subjects but also one that could recognise students' individual needs.

The model we have now is one that is innovative, ambitious, dynamic and responsive to students' needs. We typically offer 25 optional examined courses. Alongside core subjects, students choose two options each year in Years 9, 10 and 11, courses being one year in length, and having the equivalent time of one-day a week per course. Students will take exams at the end of the year. The majority of students will study the EBacc subjects (approximately 80%) with significantly higher than national numbers taking GCSEs in creative and expressive arts, and design technology.



Our inclusive approach

We support students by:

- focusing on both systems and practice - we recognise that we need strong systems to provide structure however, in a school that views high quality relationships as the key driver in all that we do we place an emphasis on supporting colleagues' practice;
- being trauma-informed - understanding that behaviour is a two-way language of communication;
- being compassionate - making decisions about behaviour based on the context of every child and situation;
- being data-led - using both qualitative and quantitative data helps us ask the right questions about behaviour and inclusion, in the same way as progress and attainment.

We recognise that in order to prioritise the development of positive relationships across the school, we have to build it into our structures. In September 2023, we moved to a vertical tutoring system where pupils meet three times a week in coaching circles made up of 12 pupils from Years 7 – 11.

We have 100 circles, led by coaches from across our teaching and support staff and organised into five houses. The circles and houses are fundamental to ensuring every child feels that they belong to our community.

What do we offer?

We know that to provide the best support for our pupils, we need to have staff who feel happy in their role, trusted and well-supported. Teaching staff are able to work from home for some of their PPA time, we take a positive approach to requests for flexible working, we create regular opportunities for all staff to mix socially through weekly staff circles, free staff breakfasts and our Staff Association who run events and trips throughout the year. Teachers have autonomy to plan lessons within departmental agreed curriculum plans and we have regular subject teach meets within departments with a focus on developing subject pedagogy.

We have never believed in performance-related pay, but do believe in the importance of continual professional development and in regular scheduled opportunities for staff to discuss and reflect upon their professional development across the school year. We support and encourage the full breadth of professional development opportunities – formal and informal - from external CPD, to supporting Masters level qualifications including study days and a contribution to costs, providing coaches for NPQ courses and to ongoing high-quality internal training opportunities.

“A supportive community for students and staff”

“A school with a human face, diversity is appreciated”

“High professional trust and autonomy”

“I feel respected and appreciated”

“Supportive colleagues and an opportunity to grow”

“Excellent facilities and amazing SEN provision”

“Relational practice”

“Sense of community felt within the school”

“We teach each other something every day”

“A school that thinks about all communities and promotes equality and inclusivity”

“There is always a smile waiting for you”





Position:	Teaching Assistant
Salary:	NJC Scale 3 points 5-6 Actual salary £23,050 - £23,380
Contract Type / Working Agreement:	Term Time Only, fixed-term in First Instance, Full-Time
Required for:	ASAP
Closing date for all applications:	09:00am Monday 24 th March 2025
Interview date:	TBC

An appointment as Teaching Assistant is an opportunity to join a highly successful team: talented, committed staff, enthusiastic, friendly pupils and a community of supportive families and external partners within and beyond Tower Hamlets.

We believe that our success derives from our inclusive, pupil-centered focus; our commitment to the continuous review of curriculum and pedagogy; our focus on professional development; and a strong belief in the need to work within a set of values which underpins all that we do.

How to apply:

Completed applications should be returned to recruitment@morpeth.towerhamlets.sch.uk

For full details and application pack see the school website www.morpethschool.org.uk or our job page on TES: <https://www.tes.com/jobs/employer/-1042684>

We are committed to safeguarding our students. Successful candidates will be required to abide by the school's Safeguarding Children policy and undergo an enhanced DBS check. The School may conduct an online search as part of due diligence checks in the recruitment process.

Teaching Assistant – Job Description

Contract Type	Term Time / 39 Weeks
Duration	Fixed-Term until 31 st Dec 25 in the first instance
Working Hours	31 hours pw (08.30 – 15.30 Monday - Friday)
Working Pattern	Term Time Only (39 weeks per year)
Salary	Scale 3 points 5-6 Actual Salary: £23,050 - £23,380
Responsible to	Senior Lead TA / Deputy SENCO / SENCO

Main purpose of the job:

Provide quality support to students with identified special educational needs or disabilities, securing maximum possible access to the school curriculum.

Main Responsibilities:

- Provide proactive support to individual students and/or groups of students, as directed by teachers and/or Senior Lead TA/ Deputy Lead TA/ HLTAs.
- Contribute to records of students' progress and achievements, as per agreed school procedures.
- Provide practical support to the class teacher in maintaining a purposeful, orderly and supportive environment for learning.
- Work collaboratively with other colleagues to support students with special needs.
- Deliver intimate care (e.g. support with toileting and changing) as necessary.
- Undertake the regulatory safeguarding training
- Report any safeguarding issues arising to the appropriate person, as per agreed school procedures.
- Ensure information in relation to students supported is appropriately shared, following agreed school policy.
- Attend meetings within school time as required.
- Contribute as required to student supervision duties, including at the following times :
 - Before and after school
 - Break
 - Lunchtime
- Participate as appropriate in the school's agreed Performance Management Programme.
- Support the ethos, values, aims and objectives of the school.
- Actively comply with all school policies and procedures.
- Undertake any additional duties or responsibilities, commensurate with the scope and grade of the post, as reasonably directed by the Headteacher or other immediate line manager(s).
- To be a coach to a group of pupils as part of Morpeth's Coaching programme.

As a member of a House or Year team

(Coaches and Tutors or attached staff)

Under the Guidance and direction of the Head of House (Years 7 – 11) or Head of Year (6th form), to:

- get to know the pupils well
- get to know families well through regular contact, sharing successes and participating in Meet Your Coach / Tutor days.
- plan sessions, reading through guidance notes in advance
- develop skills in facilitating a coaching circle
- promote high standards of work, behaviour, attendance and punctuality from members of the Coaching / Tutor Group
- keep an accurate and up-to-date register following school guidance re. attendance and punctuality
- write reports as required
- prepare initial drafts for references, testimonials and reports to outside agencies, as appropriate
- teach the CPSHE programme as required
- attend assemblies with the group and supervise their arrival, behaviour and departure
- participate in Head of House / Head of Year meetings

Teaching Assistant – Selection Criteria

Please address these criteria in your application form and interview

- Minimum grade C/4 at GCSE English and Maths or equivalent
- Successful experience of working as part of a team.
- Good communication, interpersonal and relationship-building skills.
- Evidence of ability to forge positive relationships with students and adults.
- Understanding of and commitment to inclusive practices.
- Understanding of the differing ways in which students learn and factors which may affect progress.
- Understanding of and commitment to the values and ethos of Morpeth School.
- Commitment and willingness to undertake appropriate training in relation to the post.
- Demonstrable ability to provide quality support to secondary-aged students across year groups 7-13.
- Commitment to the protection and safeguarding of children.

Safeguarding

- The postholder will have due regard for safeguarding and promoting the welfare of children and young people and will follow the child protection and safeguarding procedures adopted by Morpeth School.
- Any safeguarding and child protection issues will be acted upon immediately by informing the Designated Child Protection Lead

SEN & Learning Support Department at Morpeth School

Learning Support Department

Morpeth is a supportive and inclusive school. We have a relatively high number of pupils with additional needs:

	E	K
Autistic Spectrum Disorder	31	12
Behaviour, Emotional and Social Difficulty	0	0
Hearing Impairment	3	0
Moderate Learning Difficulty	4	14
No Specialist Assessment	9	26
Other Difficulty/Disability	5	19
Physical Disability	9	1
Profound & Multiple Learning Difficulty	1	0
Severe Learning Difficulty	3	0
Social, Emotional and Mental Health	15	55
Specific Learning Difficulty	13	60
Speech, Language or Communication Need	41	49
Vision Impairment	6	1

We aim for all our pupils to reach their full potential, both socially and academically.

As a department, we seek to:

- Value all pupils and incorporate their voice in our planning and reviews
- Encourage and welcome the positive involvement of parents
- Ensure all pupils are respected, trusted and cared for
- Maximise the academic and social potential of all pupils regardless of need

The Learning Support Department is located on the ground floor of the north building. Staff includes 3 specialist SEN teachers, a deputy SENCO and a number of teaching assistants (TAs), including a team of Higher Level Teaching Assistants.

SEN relevant training is provided for all staff on a regular basis. A library of informative literature and research books on Special Educational Needs is held within the Department and is available to all teaching staff. There is also a range of books available for pupil and parent use in the library.

How we identify if a young person/child requires additional support:

- Local Authority identified pupil via the allocation of a statement/EHCP
- Liaison with primary schools
- In house assessment of pupils in KS4 during the autumn term – to identify pupils who need additional support for GCSE exams
- In house assessment for SpLD by SENCo
- Liaison with previous secondary school if relevant
- Concerns raised by parents, pupils, TAs and teaching staff
- Liaison with external agencies

What we do to support our pupils:

- During the transition, all year 6 pupils with EHCPs or identified additional needs are invited for a carousel of transition sessions. Parents of these pupils are also invited in for a coffee morning in July. Upon entry, the new year 7 cohort have a short period of time to adjust to the layout of the school before the other year groups return to school.
- MITA Project: All year 7 and 8 tutor groups are supported by a TA in class, the aim of this strategy is for an additional member of staff to develop a strong relationship with all pupils and offer support to all year 7 and 8 pupils (MITA is part of the research from University College London which has assessed the impact of TAs on pupil outcomes).
- Quality first teaching is provided for all pupils, every teacher is responsible for meeting the needs of pupils in their classroom through differentiated tasks and strategies.
- Provision for pupils with additional needs includes class support, one to one support, small group work and specialist input where needed,
- A range of intervention is offered across the school for literacy, numeracy, social and communication skills and social and emotional support.
- Specialist support for pupils with EHCP/statements, this may include core subjects being taught by SEN teachers, high level of needs may require a personalised curriculum and at key stage 4 a small minority of pupils are offered an alternative non-examined option.
- Assessment and provision for examination access arrangements for any pupil who has identified additional needs.
- For pupils that have additional needs that require external support we work with a range of professionals: Speech and Language therapists, Occupational Therapist, Educational Psychologists and CAMHS etc.
- For pupils who require additional emotional support we have a Student Development Suite – a team of professionals who work with pupils on their emotional and mental wellbeing.

How we check that our pupils are making progress and share this information with parents:

- Progress reports are provided for all pupils three times per year. Reports initially focus on the learning dispositions of 'participation' and 'organisation' and then in subsequent reports a judgement is made on progress.
- SEN staff are available at all parents' evenings to discuss support and progress.
- The SEN teaching staff regularly meet with the parent of pupils with EHCP and other pupils on the SEN register. We actively involve pupils and parents, both parents and pupils have a voice during review meetings and EHCP annual reviews.
- The Learning Support Department holds a range of parent support coffee mornings across the year.