

MANOR LODGE SCHOOL

Candidate Brief

TEACHING ASSISTANT

About Manor Lodge

Founded in 1991, Manor Lodge is a vibrant and successful independent day school for over 450 boys and girls aged 3 - 11. The school is in Shenley, Hertfordshire; the 22 acre site encompasses a Grade 2 listed building set in open countryside nestling within fields, woodland and wildlife, yet only 1 mile from junction 22 of the M25. In 2018 after many years as Deputy Head, Alyson Lobo took over the mantle of Head Teacher with a clear vision for the school. There are two curriculums, each of equal importance. The academic curriculum is based on the traditional values of excellent teaching and learning, measured in academic success. Then there is the hidden one, embedded in everything we do, delivered to enhance character, creativity, motivation, curiosity thinking, communication, collaboration, resilience and wellbeing, modelled by teachers and everyone in the school environment who touch our children's lives. This philosophy is based on the principle that every child deserves a childhood.





Where the indoor and outdoor classrooms work in perfect harmony.

WHAT WE DO

OUR VALUES

Be Positive

Have Integrity

Show Kindness

Give Your All

OUR AIMS

To deliver a forward-thinking curriculum that inspires intellectual curiosity within each child, promotes academic excellence and individual achievement.

To offer a positive and stimulating environment that promotes the philosophy of 'learning without walls'.

To encourage, support and invest in our staff to enable all individuals to thrive.

To celebrate diversity and inclusivity in a community that values and cares for one another.

To bring joy to childhood experiences by enabling our children to feel safe and secure in an environment where each voice is heard and well-being is nurtured.

Academic Excellence

The ISI Report 2023 stated that the quality of pupils' academic and other achievements is excellent. Pupils of all abilities achieve high standards across the curriculum and make excellent progress from their different starting points. By the end of Year 6, the large majority of pupils are achieving, on average, two years ahead of their chronological age in both mathematics and English. In reading, gains made throughout their journey means that the average Year 6 child has an average reading age of 6 years above their chronological age on leaving Manor Lodge. The inspectors noted that, 'Pupils love learning; they have highly positive attitudes fostered by a rich and challenging indoor and outdoor curriculum and a wide range of enrichment opportunities.' Our children are extremely successful in gaining entrance to highly competitive senior independent and state schools, with a large proportion being awarded scholarships. Inspection evidence confirms that the school successfully meets its aim to deliver a forward-thinking curriculum that inspires intellectual curiosity within each child, promotes academic excellence and individual achievement.

Pastoral Care

'The quality of pupils' personal development is excellent (ISI 2023)'

At Manor Lodge we take the pastoral well-being and safeguarding of all the members of our community, particularly the children, very seriously. It is our firm belief that pastoral care and academic progress go hand-in-hand. Allowing children to have a childhood is at the core of our pastoral support. We understand the importance of achieving academic potential but not at the expense of their pastoral well-being. Aspects of the Manor Lodge community such as our passion for outdoor learning (and outstanding outdoor facilities), our varied sports programme, our house families, our school council, our community projects, worry boxes and pastoral 'drop-in' chats all contribute to creating a special culture where well-being is genuinely valued alongside academic progress. We also monitor and track the children's attitudes to their peers, teachers, school-life and learning in order to ensure we have an excellent understanding of how the children are feeling.



The Candidate

The successful candidate will have the following qualifications, experience and skills:

ESSENTIAL:

Qualifications and experience

- Level 3 (or equivalent) full and relevant Early Years qualification
- Had experience of working with EYFS or KS1 or KS2 for at least a year.
- Experience of working in a school
- Evidence of ongoing CPD.
- Minimum 3 years' experience of working as a TA
- Good literacy and numeracy skills



The Candidate

DESIRABLE:

- Paediatric First Aid training for childcare and Early Years
- Excellent communication and interpersonal skills
- Have empathy and sensitivity towards individuals
- Ability to use modern technology, including photocopier, digital camera and computer
- Commitment to safeguarding and promoting the welfare of children
- Displays evidence of being able to work as a member of a team
- Compassion and sensitivity towards children
- Knowledge of current educational issues





The Role

Job Title:

Teaching Assistant

Responsible to: The Head Teacher, Deputy Head Academic, Deputy Head Pastoral, Deputy Head Standards and Co-curricular and Head of Key Stage 1 & 2 and/or Head of EYFS.

Main Duties and Responsibilities:

- To aid children to learn as effectively as possible both in group situations and on his/her own by, for example:
- Clarifying and explaining instructions.
- Supervise whole classes for short periods of time.
- Ensuring each child is able to use equipment and materials provided.
- Motivating and encouraging the children as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to children's needs.
- Assisting in weaker areas, e.g. speech and language.
- Using praise, commentary and assistance to encourage the children to concentrate and stay on task.
- Liaising with class teacher, Individual Learning teacher and other professionals about individual education plans, contributing to the planning and delivery as appropriate.





- Providing additional nurture to individuals when requested by the class teacher or Individual Learning teacher.
- Consistently and effectively implementing agreed behaviour management strategies.
- Helping to make and prepare appropriate resources to support the children under the direction of the teacher.
- To establish supportive relationships with the child concerned.
- To encourage children to interact with each other in an appropriate and acceptable manner.
- Monitor the child's response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes.
- To give positive encouragement, feedback and praise to reinforce and sustain the child's efforts and develop self-reliance and self-esteem.
- Under the direction of the teacher, carry out and report on systematic observations of children to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development.
- Where appropriate, to know and apply positive handling techniques.
- To know and apply school policies on Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- To contribute towards reviews of the children's progress as appropriate.
- To take part in training activities offered by the school to further their knowledge and skills of working with a child of all abilities.

- To accompany teacher and children on educational visits.
- Take into account the child's special educational needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials and use of data.
- Help reinforce and promote independent learning and social skills by supporting children in groups.
- Implement behaviour management policies in accordance with guidance provided by the teacher.
- Attend formal and informal meetings with teachers to contribute to planning lessons/ activities.
- Take every opportunity to develop children's language, reading, mathematics and related skills as directed by subject specific teachers.
- Carry out structured classroom assessment /observation and feedback outcomes.
- To be involved in keeping records and evaluating identified a child's progress.
- Support the use of ICT in the classroom and develop children competence and independence in its use.
- Assist with the medical needs of children identified.
- Care for the children at all time, including the dressing and undressing, toileting and cleaning of pupils where necessary.
- Deliver intervention programmes where necessary.
- Attend relevant school meetings as required.
- Respect confidentiality at all times.



- All Teaching Assistants are also expected to carry out any reasonable additional duties as requested by The Senior Leadership Team.
- The list is not exclusive or exhaustive and the post holder will be required to undertake such tasks as may be reasonably expected within the scope of the post. Job descriptions should be regularly reviewed to ensure they are accurate.
- The post-holder may also be required to carry out other duties appropriate to the post, as agreed and arranged by the School.

How to Apply

Click [here](#) for an application form. Please email your completed form to pa@manorlodeschool.com. Please note, that CVs will not be accepted. For further information about the role and the school, please phone 01707 642424.

Closing date for applications: Friday 1st August

Interviews: w/c 11th August

Start Date: We are looking to appoint a full-time and permanent Teaching Assistant asap.

The School operates its own competitive pay scale.







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