



THE RADCLIFFE SCHOOL
INSPIRE AND ACHIEVE

TEACHING ASSISTANT

Job share – 2 days per week

Based on working 39 weeks per annum

2 days (12 hours) per week - £4,999.04 per annum

Starting from September 2021

Candidate Information



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We are looking for someone to job share the role of Teaching Assistant within the school's Design Technology Department, especially within Food Technology, supporting teaching and learning. Previous classroom experience would be advantageous but not essential as training will be provided.

This role would suit someone who is practical, organised and who is able to take the initiative and use common sense.

The specific days are negotiable, the start time will be 8.15am, and finish time will be 3.10pm.

If you are a team player with a flexible approach and a positive, can-do attitude, we would like to hear from you. To find out more about this position, please go to www.radcliffeschool.org.uk to download information about the post, along with an application form. The deadline for applications is Monday 6 September 2021.

The Radcliffe School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post requires an enhanced DBS disclosure. We are an equal opportunities employer.

The Radcliffe School, Aylesbury Street West, Wolverton, Milton Keynes, MK12 5BT

Tel: 01908 682 222

www.radcliffeschool.org.uk

Headteacher: Paula Lawson



Job Purpose

To work under the direct instruction of the SENCO and Curriculum Team Leader, to support access to learning for specific students and to provide general support to the teacher in delivering an inclusive curriculum.

Support for Students

- Attend to the students' personal needs and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters.
- Supervise and support students ensuring their safety and access to learning.
- Establish good relationships with students, acting as a role model and being aware of and responding appropriately to individual needs.
- Promote the inclusion and acceptance of all students.
- Encourage students to interact with others and engage in activities led by the teacher.
- Encourage students to act independently as appropriate.

Support for the teacher

- Prepare classroom as directed for lessons and clear afterwards and assist with the display of students' work.
- Be aware of student problems, progress and achievements and report to the teacher as agreed.
- Undertake student record keeping as requested.
- Support the teacher in managing student behaviour, reporting difficulties as appropriate.
- Gather and report information from and to parents/carers as directed.
- Provide administrative support e.g. photocopying, filing, typing, collecting money etc.

Support for the curriculum

- Support students to understand instructions.
- Support students in undertaking literacy and numeracy tasks as directed by the teacher.
- Support students in using basic ICT as directed.
- Prepare and maintain equipment and resources as directed by the teacher and assist students in their use.
- Invigilate internal and external examinations.
- Support for the school
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school.
- Accompany teaching staff and students on visits, trips and out of school activities as required.
- Keep curriculum area displays up to date and eye catching.



Responsibilities

- Be aware of and comply with policies and procedures relating to child protection, health and safety, equal opportunities, security and confidentiality, reporting all concerns to an appropriate person.
- Contribute to the overall ethos/work/aims of the school.
- Participate in training and other learning activities as required.
- Create and maintain an up to date Job Handbook.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- Participate in training and development opportunities.
- Ensure compliance by self and others with all health and safety policies and procedures.
- Ensure safe use by self and others of equipment and materials.
- Establish constructive relationships and communication with staff, parents, students and external agencies.
- Attend and participate in regular meetings, including team briefings.
- Treat all users of the school with courtesy and consideration.
- Present a positive personal image, contributing to a welcoming school environment which supports equal opportunities for all.
- Promote and ensure the health and safety of students, staff and visitors at all times.
- Work flexibly when required.
- Maintain an up to date Asset Register where appropriate.



PERSON SPECIFICATION

Specification	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Willingness to work flexibly when required. • Excellent numeracy and literacy skills / GCSE (or equivalent in Maths and English). • Willingness to undertake induction training. 	<ul style="list-style-type: none"> • Evidence of school/education-related qualification or training. • Qualification in first aid at work, health and safety, fire prevention, IT user certificate (ie ECDL). 	Application form and interview
Experience	<ul style="list-style-type: none"> • Experience of working with or caring for children or young people. 	<ul style="list-style-type: none"> • Experience as a Teaching Assistant, preferably in a secondary school. 	Application form and interview
Skills	<ul style="list-style-type: none"> • Willingness to develop knowledge of how to use specialist equipment / resources. • Ability to relate well to children and adults. • Work constructively as part of a team, understanding school roles & responsibilities and your own position within these. • Strong inter-personal skills. • Ability to identify own training & development needs & cooperate with the Line Manager to address these. • Team player. 		Application letter and interview
Personal Attributes	<ul style="list-style-type: none"> • Excellent interpersonal skills - ability to communicate well with students, parents and staff. • Ability to inspire, challenge and motivate staff and students. • Ability to ask for advice and support where necessary. • Self motivating with a positive outlook. • Ability to work to deadlines and under pressure. • Commitment and enthusiasm. • Dependability and sound organisational skills. • Understanding of own strengths and areas for development. • Good time management. • Administrative efficiency. • Ability to deal calmly with different situations as they arise. • A good sense of humour. 		Interview and References

The Radcliffe School has a professional dress code for staff and is a non-smoking workplace. We expect our staff to have a professional and positive approach and to actively collaborate with colleagues in providing the best possible learning experience for our students.



HOW TO APPLY

The following guidelines are designed to help you submit a job application in line with our requirements. Please ensure that you comply with the instructions below as, if you do not, the panel will not shortlist you. If you require clarification or have any questions regarding the application process, please contact Jo Moloney, Personnel Manager on 01908 682 289 or jo.moloney@radcliffeschool.org.uk.

Application Form

Please complete all the sections of the form in full, giving as much detail as possible. Once completed, you must sign and date the application form to confirm that the information and any attachments are correct. Note that CVs will be accepted only if an application form and covering letter are also included in the application.

Equal Opportunities Monitoring

Please ensure that you have completed the online Equal Opportunities Monitoring form or attach the Equal Opportunities Monitoring Form to your application.

Please send these documents to jo.moloney@radcliffeschool.org.uk, to arrive by the closing date.

Shortlisting

Shortlisting will be completed as soon after the closing date as possible. Shortlisted candidates will be contacted by telephone. We are unable to contact non-shortlisted applicants. If you have not heard from us within three weeks of the closing date you should assume that you have not been shortlisted for interview.

Interviews

Interviews will be held at The Radcliffe School. Candidates may be required to complete a test or exercise relating to point(s) of the job description and criterion/criteria of the person specification.

Candidates who are invited for interview will be required to provide proof of their eligibility to work in the UK by producing verifiable documents. Candidates will be required to bring some photo ID with them on the day of the interview e.g. valid passport, driving licence or identity card.

References for shortlisted candidates

All referees whose details are included on the application form will be contacted before the interview unless you have indicated that you wish otherwise. Appointments will not be confirmed until The Radcliffe School has received two satisfactory references (one must be from your current employer or, if you are not currently in employment, from your most recent employer), confirmation of your fitness for employment, an enhanced Disclosure & Barring Service disclosure and confirmation of your right to work in the UK. Teachers will be required to provide proof of their qualifications (degree certificate(s), QTS).

Disabled applicants

The Radcliffe School welcomes applications from disabled people. If you require any adjustments to enable you to attend the interview please ensure that you have provided this information on your application form. If you are called for interview, please discuss any adjustments you may require to carry out the duties of the role with the interview panel so that the appropriate arrangements and any adjustments can be made if necessary.

(Under the Equality Act, a disability is defined as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.)

