Recruitment Pack
Graduate Teaching Assistant



Bourne Education Trust

Transforming schools... changing lives

Epsom & Ewell High School

Welcome from the Headteacher



Thank you for showing your interest in working at Epsom & Ewell High School, where I am immensely proud to be the Headteacher.

At Epsom & Ewell High School we recognise the importance of academic success whilst embracing our wider role in preparing students for their adult life beyond the formal examined curriculum.

With lower than average class sizes and specialist teachers in every area, the school provides a supportive yet vibrant environment through which we nurture confident, ambitious students who embrace community, tolerance and high aspiration.

Our students are challenged to think harder than they ever have before and we have created a student led learning identity to fully prepare them for the rigours of the new examination landscape. Students are encouraged to think for themselves and through their own hard work and expert support from our staff are progressing further than other students nationally.

We offer a broad and balanced curriculum and as a school encourage each student's particular abilities to ensure that no child slips through the net. The school's ethos is simple - our students are at the heart of everything we do and we truly believe that every child can achieve.

Epsom & Ewell High School is part of the Bourne Education Trust (BET). BET is a Surrey-based multi-academy Trust made up of 12 schools.

If you would like to visit the school, we would be delighted to show you around. Please contact our HR department by emailing vacancies@eehs.surrey.sch.uk

James Newman
Headteacher

Why work with Bourne Education Trust?

The Bourne Education Trust is a Surrey-based multi-academy trust made up of twelve schools, including all key stages. The ethos of the Trust puts children at the heart of all that we do. The role of the Trust is to ensure that our students make the most of their opportunities by ensuring that our academies aspire to and reach the highest standards.

The principle of schools working with each other is core to the ethos and operation of the Trust. We are committed to raising standards in all our schools and look to deploy experts to support improvement wherever and whenever it is needed. Staff may be offered secondments, to ensure that the very best practitioners are deployed in the areas of greatest need, whilst enabling ambitious and talented staff to further their experience and gain rapid promotions.

There are many benefits of working with the Trust. These include:

- Coaching and mentoring programmes
- Leadership training and development
- Business management support and development
- CPD
- Sharing best practice and planning
- Professional partners for new post holders
- Initial teacher training support
- School direct and SCITT trainees

The Board of the BET is determined to see a high performing multi academy trust that delivers the very best educational experience for pupils at both primary and secondary level. The educational landscape continues to change at a fast pace with more schools converting to academies. The information on the website sets out how we will plan, guide, support and improve our academies (and schools that are yet to join), ensuring that there is a clear focus on improving leadership and governance, and teaching and learning, and on raising standards.

Welcome from the Bourne Education Trust CEO, Alex Russell



I am very proud to be the CEO of the Bourne Education Trust ('BET') and to work with like-minded and ambitious headteachers and board members.

The Board of BET is determined to see a high performing multi-academy trust that delivers the very best educational experience for pupils at both primary and secondary level. The educational landscape continues to change at a fast pace with more schools converting to academies.

The information on the website sets out how we will plan, guide, support and improve our academies (and schools that are yet to join), ensuring that there is a clear focus on improving leadership and governance, and teaching and learning, and on raising standards.

We have a cost effective organisation and a business model that delivers efficiency, effectiveness and growing economies of scale in order to free up more resources for the front line.

I am very glad to have a strong board of directors which provides the effective support and challenge required to ensure that the Trust is a good employer, and as a multi-academy trust, an effective home for our academies, with the leadership and track record to succeed.

It is often said that each child gets one chance of education. Our role is to ensure that our students make the most of their opportunities by ensuring that our academies aspire to and reach the highest standards.

I look forward to an exciting future for the Trust and all its stakeholders.

Alex Russell
Chief Executive Officer

Our Aim:

Committed to excellence in teaching and learning

Epsom and Ewell High School is committed to excellence in teaching and learning. We believe that there are four important building blocks to achieve this and that by excelling in all, we will achieve our core aim.







"Pupils know that teachers have high expectations of them and those in the highest-ability sets in mathematics are taught exceptionally well. Teachers continually challenge pupils and effectively target support where it is needed. Consequently, pupils feel a sense of pride in their achievements."
Ofsted May 2017

Teaching

The quality of teaching at Epsom and Ewell High School has consistently been graded as good or better in externally verified teaching and learning reviews.

The training that teachers receive is high quality and relevant with a sharp focus on improving the experience for students in the classroom.

We consistently have low staff turnover which means students have excellent teachers that know the students well and foster purposeful relationships.

Our teachers undertake weekly training sessions throughout the year to ensure that their practice remains relevant, dynamic and moves with the ever changing curriculum.

Teacher training takes place during twilight sessions, outside of school hours, which minimises the impact on pupils' contact time in school.

All of our teachers are specialists in their field. Their enthusiasm for their subjects permeates their lessons and many have gained experience in industry, prior to their teaching careers.

Our teachers benefit from the opportunity to visit other schools in the trust to share best practice and gain valuable experience that they are able to bring back to the school.

Leaders and teachers have high aspirations for pupils. Teachers consistently encourage and support pupils to do their best. Pupils are provided with many opportunities to discover options available to them after leaving school. Consequently, many more pupils are now applying for places at the top universities.



"Deep Learning requires harder thinking and you need to use more brain power. Teachers push you to achieve your best."
Ellie Cooper, Student

Learning

The school has created its own learning identity called 'deep learning.' Students are encouraged to use higher order thinking to develop their skills of analysis, application, creativity and evaluation.

This will be essential when preparing our students for the rigours of the new more difficult GCSEs. The focus for the 2018/19 academic year will be to embed deep learning so that it becomes 'the way' students learn at Epsom and Ewell High School.

Students are challenged to apply their existing knowledge to examples, scenarios or exam questions prompting students to really think about what they know and apply this to different contexts.

Students compare, categorise and investigate and really delve inside topics in order to gain a deeper understanding. Rather than giving students definitions, they might be given a piece of text to generate their own answers.

Creativity and innovation are encouraged in all lessons; whether that is creating an original idea in art and computing or speculating and theorising in science, maths and history. Students are asked to extend their ideas and really think about how a plan can be implemented.

Justifying an answer or an opinion encourages students to support their views and challenge their way of thinking. Debates and supporting answers with reasoning is a higher order skill which is evident in every lesson at EEHS.



"You have appointed a team of committed and hardworking senior leaders in education who have a sharp focus on aspects of the school that need to improve. Leaders feel empowered to fulfil their responsibilities."
Ofsted May 2017

Leadership

Epsom and Ewell High School has a strong tradition of growing its own leaders. This is possible due to successful in house leadership programmes and a commitment to accelerated career development at all levels.

For the 2018/19 academic year, we have increased our leadership team. This will enable us to drive forward the strategies that we have previously introduced and allow us to be more outward looking in terms of supporting the local community and promoting our achievements.

The new junior leadership team is led by the sixth form leaders and prefects. They work specifically in one of four areas: wellbeing, teaching, learning and community. These students from all year groups are actively engaged in the running of the school as well as the wider community.

We are proud to be a partner school of Teach Southeast, a School Centred Initial Teacher Training (SCITT) provider. Through the Partnership, a high quality, bespoke programme is delivered for aspiring secondary school teachers across the South East of England.

Being part of the Bourne Education Trust allows us to work with schools of all phases. This helps us to sustain the quality of teaching in our school and others, and teachers benefit from school to school support, paired observations, bespoke training and the use of outstanding practitioners.

A culture of leadership is embedded at all stages. All staff receive quality training on constantly bettering themselves as practitioners and leaders, and are supported in improving and moving to the next step in their careers.



"The school genuinely seems to care about students' happiness as well as their academic progress."
John Midstone, Parent

Wellbeing

Epsom and Ewell High School is the first school in the UK to achieve the Schools Mental Health Gold Award.

We were awarded the gold standard because of our fully comprehensive support and education programmes that have broken down the stigma surrounding mental health.

As a result, we have created a school environment where students and staff are confident to fulfil their potential both in and outside of the classroom.

We know that pupils who have a positive attitude towards their learning will make good progress and be successful. Consequently, instilling all of our pupils with 'growth mind-sets' has become a key priority for the school.

We want all of our pupils to relish challenges, embrace their mistakes as part of the learning process, value the importance of effort, respond carefully to feedback and take inspiration from others. This will help them to achieve, not only with us, but also in their future lives as adults.

By taking a holistic approach to staff and pupil wellbeing we are creating a community that understands the importance of maintaining a balance between working hard to achieve success, whilst looking after our physical and mental health.

We have dedicated sessions in lessons to address what kind of learners students want to be and how we can positively approach challenges inside and outside the classroom. The school is buzzing with talk of perseverance, challenge, risks and celebrating mistakes.

How to Apply

If you would like to find out more about this exciting opportunity, need any further information or you wish to have an informal discussion please contact: Sonia Talsi, School Business Manager on: 020 8974 0400 or email vacancies@eehs.surrey.sch.uk

Epsom and Ewell High School is committed to safeguarding and protecting the welfare and safety of its staff and pupils, and follows safeguarding interview procedures.

We expect all candidates to meet the highest standard of safeguarding and successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check.



To apply, you will need to submit an application form which can be downloaded from our school website www.epsomandewellhighschool.com, along with this recruitment pack and relevant information

Closing date for applications: 12pm, Monday 15th July 2019
Panel interview: Wednesday 17th July 2019

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EPSOM AND EWELL HIGH SCHOOL

Graduate Teaching Assistant

Is teaching your long term career goal? Would you like to gain experience in the classroom with a vision to moving into the teaching profession? Would you like to work at a school that not only encourages progression into teaching but also helps to facilitate the move?

Salary Grade: Surrey SP3 £17,316 - £18,242 (pro rata - actual salary £12,477 - £13,144 pa) depending on experience

Hours: 32.25 hours per week (36.8 weeks per year)

Interested candidates should complete an application form, which can be downloaded from our school website along with a full pack of details www.epsomandewellhighschool.com Application forms should be emailed to vacancies@eehs.surrey.sch.uk

The closing date for applications is Monday 15th July at 12noon

Interviews will be held on Wednesday 17th July 2019

Epsom and Ewell High School is committed to safeguarding and successful applicants will be required to undertake a Disclosure and Barring Service (DBS) check.

Job Description: Graduate Teaching Assistant

Responsible to: Assistant Head for Inclusion

Purpose

To provide support for pupils, the teacher and school in order to raise standards of achievement for all pupils, to encourage pupils to become independent learners, to provide support for their welfare, and to support the inclusion of pupils in all aspects of school life.

We can offer

- Hands on experience for graduates who plan to train as a teacher.
- The opportunity to move into the School Centred Initial Teaching Training Program.
- Enthusiastic, responsive children who are ready to learn.
- Quality professional development and staff training during working hours.
- A strong, supportive team of colleagues.
- Excellent support and guidance from Senior Leaders.
- A genuinely inclusive school. We have a specialist Hearing Impaired unit that offers one-to-one support for children with a range of hearing impairments.
- A positive and caring culture.
- The opportunity to specialise in an area of Special Educational Needs.

Responsibilities

- Work as part of a team at the direction of the Headteacher/Deputy/Assistant Head/Class Teacher to support teaching provision and pupils' learning.
- Under the guidance of the class teacher and following school policies, to work with individuals and groups of pupils in class and encourage their learning.
- At the direction of the class teacher, to help organise classroom activities, and prepare resources.
- Provide support for pupils' emotional and social development and modelling positive behaviour, and dealing with disruption as agreed in the school's Behaviour Policy.
- Ensure the physical welfare of pupils and assist pupils with their physical needs as appropriate and agreed. This may include assisting with a child's personal hygiene when required.
- Communicate and liaise with other members of school staff in order to ensure the most effective provision for pupils' academic, emotional and social development.
- Supervise pupils in the playground and lunch hall and organise play time activities.
- Attend outings with pupils, in accordance with school policies and safety guidelines, providing assistance with pupils' care and welfare and with the learning activities undertaken.
- Undertake any other reasonable duties from time to time as may be directed by the Headteacher.

Duties

- Provide support in the classroom under the direction of the Teacher. This may include:
    - Encouraging language development.
    - Supporting the development of skills.
    - Supporting the emotional development of children. Undertaking practical activities e.g. baking, art.
    - Supporting and carrying out behaviour management.
    - Supporting reading, writing and other aspects of the learning process.
    - Carrying out tasks planned, prepared and monitored by the Teacher.
    - Supervising children during break and lunch times.

Personal Responsibilities

- Be aware of key school plans, policies and procedures, especially the Health and Safety Procedures and Child Protection Policies.
- Take part in Performance Management in order to identify and agree development and training needs.
- Within your contracted hours, undertake Induction Training and other training as identified in Performance Management processes, as may be required to enable you to provide the school with effective support.
- Within your contracted hours, attend staff meetings as required.
- Be aware of the learning and physical needs of the children you support.
- Respect the confidentiality of children information and respond sensitively to children's needs.
- To promote the safeguarding of children.

Essential

- The ability to build good relationships with children, parents/carers and teachers.
- To work as part of a team.
- To be flexible and creative.
- Excellent literacy and numeracy skills (GCSE Grade C or equivalent in Maths, English and preferably Science).
- An undergraduate degree or equivalent.
- A willingness to gain Level 1 in British Sign Language (BSL).