



Appointment of
Learning Assistant

SWANBOURNE HOUSE
BUCKINGHAMSHIRE

Swanbourne House School is an independent day and boarding school, for children aged 3 to 13 years. Set in 55 acres of Buckinghamshire countryside, with a dynamic & challenging curriculum, small class sizes, inspirational extra-curricular activities and extensive facilities, we're creating change makers ready for the world of tomorrow.

State-of-the-art Science Labs | IT suites | Specialist Teaching across Subjects from Year 5 | Art Studio | Design, Technology and Engineering Lab

The Pre-Senior Baccalaureate (PSB) is the assessment framework used in Years 7 and 8, but its roots go throughout the curriculum throughout all year groups. The PSB is based in strong academic foundations, but also encourages skills such as critical thinking, creativity and problem-solving. Pupils are encouraged to think 'how' and 'why' and see setbacks as a step on the path to success as they develop curiosity, challenge their thinking and develop new ways to learn.

Last year, Swanbourne House pupils were awarded an impressive 13 scholarships and exhibitions to leading senior schools across the UK.

The Manor House

The Manor House, our dedicated teaching, play and outdoor space for children from Nursery to Year 2 is at the heart of our school. Adjacent to farmland, with small class sizes, experienced and passionate teachers and an innovative approach that develops skills alongside academic progress, Swanbourne House is a special place for children to start their learning journey. New play areas - including The Fort - have recently been built.

Pupils receive specialist teaching in Music, Sport and French in their time in the Manor House, have swimming lessons at our onsite pool from Reception and have a wide choice of enriching extracurricular activities, including rugby, ballet, science club and Mandarin.



THE *Stowe* GROUP

In January 2021, Swanbourne House became part of The Stowe Group. The Stowe Group comprises Stowe School, Swanbourne House School and Winchester House School. The Group's formation has given pupils and staff at Swanbourne House access not only to Stowe's world-famous estate but to its expertise in teaching and learning as well as governance. The Stowe Group recently launched its Change Makers vision along with Change 100 programme to raise £100m for transformational bursaries. The Stowe Group is part of Allied Schools, an association of independent schools which uphold the Protestant and Evangelical principles of the Church of England.

The Stowe Group does not aim to produce stereotypes or mould pupils into conventional all-rounders. Change Makers are encouraged to grow in their own way and celebrate the differences between them. Nurturing the emotional, physical and mental well-being of each pupil is of paramount importance and our culture is characterised by teamwork, collaboration and mutual respect. Mindful of their ethical, intellectual, physical and social development, we educate and support our pupils to achieve fulfilling lives. Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community.

Through a broad and inclusive education, pupils are educated and prepared for life. They gain knowledge and understanding in a wide range of academic disciplines as well as developing core skills in thought leadership, critical thinking, intellectual curiosity, innovation, communication, technology, creativity, team-work and collaboration, self-reflection and lifelong engagement. World-class facilities support our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey

and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve.

Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. We believe it is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community.

We are committed to the development of character with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. While many pupils compete at the highest level in sport, our aim is to provide a wealth of co-curricular activities which pupils of all abilities can access and enjoy. Through teaching, coaching and counselling, we will do our utmost to support pupils to be their best, do their best and feel their best. We honour the legacy of Change Makers from the past by looking forward to a future where wealth is not a barrier to success. We are building an endowment to support Change 100 which will promote social mobility by allowing unprecedented access, regardless of financial means or circumstances, to a Stowe education. We have developed partnerships with local schools, explored international opportunities and strategic links with universities, businesses and NGOs. We strive to attract and retain employees of the highest calibre.

Environmental stewardship and sustainability are cornerstones of a Stowe education. Stowe stands in the most sublime setting of any school in the world and embodies beauty and liberty. The historical importance of Stowe should give Stoics and staff a heightened awareness of their social and environmental responsibility in preserving this unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.



APPOINTMENT OF Learning Assistant

Department: Lower School

Accountable to: Head of Lower School

Contract type: Permanent

Date of Appointment: ASAP

THE ROLE

You will give support to pupils, individually or in groups, so they can access the curriculum, experience a sense of achievement, develop confidence, independence, self-esteem, and social inclusion.

DUTIES & RESPONSIBILITIES

Teaching and Learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the class teacher and increase achievement of pupils needing targeted intervention or with special educational needs and disabilities (SEND)
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment, both indoors and outdoors.
- Use ICT skills to advance pupils' learning
- To contribute to organising and setting up an enabling environment.
- Contribute to effective assessment and planning by supporting the monitoring, recording and reporting of pupil performance and progress as appropriate to the level of the role
- Read and understand lesson plans shared prior to lessons, if available
- Prepare the classroom/learning support area for lessons
- Use allocated time to devise clearly structured activities that interest and motivate learners and advance their learning
- Plan how they will support the inclusion of pupils in the learning activities
- Contribute to breakfast club and after school care and activities

Working with Colleagues and Other Relevant Professionals

- Communicate effectively with the class teacher, Head of EYFS, learning support team, other staff members and pupils, and with parents and carers under the direction of the Head of Lower School



- Communicate their knowledge and understanding of pupils to the SENDCo and other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

Whole-School Organisation, Strategy and Development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

Health & Safety

- Promote the safety and wellbeing of pupils and help to safeguard and nurture pupils.
- Follow the requirements of Keeping Children Safe in Education and our school's safeguarding policy.
- Look after children who are upset or have had accidents

Professional Development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and SENDCo, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures.



Personal & Professional Conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

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. The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times. If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Head.



PERSON SPECIFICATION

Criteria	Qualities
Qualifications and experience	<ul style="list-style-type: none"> • Strong academic record including Maths and English GCSE grade C (or equivalent) or better. (Please include this information in your application form). • Level 2 Qualification for EYFS <p>DESIRABLE:</p> <ul style="list-style-type: none"> • Qualifications relating to the role of TA (evidence of working towards gaining such qualifications) • Good Higher Education or Further Education qualifications. • Grade A or B in both English and Maths GCSE Equivalent, • First Aid qualifications • Level 3 or above Qualification for EYFS
Skills and knowledge	<ul style="list-style-type: none"> • Experience of supporting children within the EYFS and Key Stage 1 • Experience of working in a school and/or nursery context. • Excellent literacy knowledge and skills <p>DESIRABLE:</p> <ul style="list-style-type: none"> • Experience of: <ul style="list-style-type: none"> - Teaching and supporting children with SEN - Working with and supporting children with challenging behaviour - Running intervention programmes - Knowledge of EYFS or KS1 assessment, curriculum, and planning.
Personal qualities	<ul style="list-style-type: none"> • Enjoy working with children • Able to have a good rapport with children. • Dedicated to safeguarding and promoting the welfare of children • Enthusiastic • Hardworking, flexible and motivated • Team player and excellent interpersonal skills • Good verbal communication skills including ability to communicate effectively with carers and parents. • Able to take the initiative • Confidentiality and sensitivity • Willingness and ability to undertake lunchtime duties and wrap around care. <p>Desirable:</p> <ul style="list-style-type: none"> • Ability to work with and manage children with challenging needs – EAL, SEN and very able pupils. • Ability and experience of communicating with parents within a school or nursery context. • Good IT Skills • Skills and interests that could help enrich childrens learning e.g. MFL, cooking gardening, music and so on.



THE STOWE GROUP BENEFITS

Free school meals
for colleagues
working six hours of more during
term time

Free wraparound childcare
for all colleagues at the
Prep Schools

Annual Golf Membership
for just £70 for you and your
immediate family (permanent
colleagues only)

Free eye tests
and money off glasses for those
who regularly use a PC/laptop for
their role

Stowe National Trust
for just £70 for you and your
immediate family (permanent
colleagues only)

Employee Wellbeing Programme
including free access to
counselling services and
physiotherapy

Headspace App
free access
to the meditation app
'Headspace'

10% discount
on purchases from the
Stowe School Shop

Art & Culture
free or discounted access
to a range of events
through Stowe Presents

Discounts
at local gyms and
hairdresser

School Fees
discounted fees for
children of staff

Free flu vaccine

Free Refreshments
including teas, coffees
and fruit

Venue Hire
discount on hires at Stowe

Cycle2Work Scheme
obtain bicycles and safety
equipment whilst saving
income tax and national
insurance.

For more information on benefits, please speak to a
member of our People Team.



YOUR APPLICATION

An application form can be downloaded from our website
Stowe - Job Vacancies

If you need any help with the application process, please
contact: recruitment@stowe.co.uk or call 01280 818005

Deadline for applications 3rd January 2024.
Interviews week commencing 11th January 2024.

Salary: £11.50 - £13.39 per hour depending on experience

Offers of employment are made subject to receipt of
satisfactory references and DBS clearance.

This job description reflects the present requirements of the
post and as duties and responsibilities change/develop, the
job description will be reviewed and be subject to
amendment in consultation with the post holder.

The school reserves the right to withdraw the advert before
the closing date.





Heathrow Airport is less than an hour away and Luton Airport 45 minutes.

The School has nearby access to main traffic routes the M1, M40 and A5.

Milton Keynes Central train station - with 30 minute trains to London - is a 20 minute drive away.

The school is just 20 minutes from Central Milton Keynes, Aylesbury, Leighton Buzzard, Buckingham and Woburn and is within easy reach of Oxford, Banbury, Luton and Northampton.



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