



BREDON
SCHOOL



Teaching Assistant Appointment Brief



About Bredon School

Bredon School is situated on a rural site in the magnificent Gloucestershire countryside, with uninterrupted views of the Malvern Hills.

The school is centred around Pull Court, a large house dating from the 17th Century, which was remodelled in the early 19th Century to resemble as it stands today. In addition to the academic school buildings, boarding houses and playing fields, the Bredon community makes full use of a working school farm, various agricultural buildings, and direct access to the River Severn. Two large areas of woodland are also used for educational purposes, and are rich in native wildlife.

Bredon School offers each and every pupil a magnificent range of traditional and vocational qualifications in an outstanding pastoral environment which ensures that each pupil thrives as an individual. Taught in small classes individuality is both nurtured and celebrated by our highly qualified, passionate staff who strive to secure a love of learning in our pupils enabling them to realise their full potential.

Offering a broad spectrum of subjects, activities, opportunities and experiences we are able to build our pupils confidence and self belief. This is just one of the reasons why we are judged as 'Excellent' by the Independent School Inspectorate (ISI) for both academic achievement and all-round personal development.

Bredon School is ten minutes away from the market town of Tewkesbury, with easy access to the M5 and M50. The Forest of Dean, Wye Valley, the Cotswolds and the Malvern Hills are all well within an hour and we are equidistantly placed between the cathedral cities of Gloucester and Worcester. House prices in and around Tewkesbury sit just below the national average.

Appointment of Teaching Assistant

Job Title: Teaching Assistant

Responsible to: Assistant Head (Learning Development & Lead SENDCO)

Hours of work: Full-time, 36.25 hours per week, 34 weeks per year, term-time only

Main Duties and Responsibilities

Support for Pupils:

- Attend to pupils' academic & social needs and implement related support when needed
- Supervise and support pupils ensuring their safety and access to learning
- Establish good relationships with pupils, acting as a role model and being aware of and responding appropriately to individual needs
- Promote the inclusion of and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities led by the teacher
- Encourage pupils to act independently as appropriate
- Ensure appropriate record keeping for pupils, as directed

Support for the individuals' teachers:

- Be aware of pupil difficulties progress/achievements and report to the teacher as agreed
- Undertake pupil record keeping as requested
- Support the teacher in managing pupil behaviour, reporting difficulties as appropriate
- Gather/report information from/to parents/carers as directed

Appointment of Teaching Assistant

Support for the curriculum:

- Support pupils to understand instructions
- Support pupils in respect of local and national learning strategies e.g. literacy, numeracy, as directed by the teacher
- Support pupils in using basic ICT as directed
- Prepare and maintain equipment/resources as directed by the teacher and assist pupils in their use
- Reinforce and support teaching and learning by working alongside the class teacher to consolidate key concepts and skills introduced during lessons.
- Provide targeted support to individuals and small groups, adapting activities and explanations to meet pupils' specific learning needs and help them make progress.

Support for the school:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in the training and other learning activities and performance development as required
- Assist with the supervision of pupils out of lesson times and at lunchtimes as appropriate and if required
- Accompany teaching staff and pupils on visits, trips and out of school activities as required

Health and Safety

Carry out risk assessments in line with the schools Health and Safety Policy

Oversee arrangements for the safety of pupils and staff in school and on visits or excursions.

Generic Accountabilities

The duties outlined above are not intended as a restrictive list and may be extended or altered to include other tasks that are commensurate with the role.

Safeguarding Children

In accordance with the school's commitment to adhere to the Department for Education's Keeping Children Safe in Education and all other relevant guidance and legislation in respect of safeguarding children, you will be required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the school.

Confidentiality

During the course of employment the holder of the role will have access to information of a confidential nature. Under no circumstances may this information be divulged or passed on to any unauthorised person or organisation.

General Data Protection Regulation

During the course of employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulation and properly applied to pupil, staff and school business/information.

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.

Person Specification

	Essential	Desirable
Qualifications	• GCSE (grade A*–C or equivalent) in Maths and English • Experience of supporting pupils with dyslexia • Previous experience working within an educational environment	• SpLD qualifications • TA qualifications
Skills/ Knowledge	• Ability to multi-task and manage your own priorities and workload • Ability to work constructively as part of a team and follow direction from line manager • Ability to communicate face to face and in writing effectively.	• Strong ICT skills including knowledge of the google ICT suite • An understanding of the social, emotional and intellectual development of teenagers
Personal competencies and qualities	• Motivation to work with children and young people • A well organised and resourceful approach to their work • Professional • A sense of humour • An optimistic and resilient style when faced with pressure • The ability to develop good working relationships with all members of the School community • Enthusiastic and approachable	• A self-starter who is motivated and shows initiative