

**The School**

Wellingborough is a School that is keenly aware of its history and traditions, but not held back by them. Founded in 1595, it has always sought to make bold and timely decisions in order to ensure that the pupils are able to flourish and thrive, and that the nature of the School supports this aim.

The School moved to its current site in 1881 to support its growth, but leaving the town centre did not reduce the importance it places on its links with the local community. Our pupils and staff lead and support a number of initiatives, engaging with other schools, businesses and charities in Wellingborough and the surrounding area.

Girls were first taught here nearly 50 years ago, and the School became fully co-educational in 1979. Girls now make up more than 40% of the pupil body. We welcomed pupils below the age of 8 for the first time in 1990 with the introduction of a Pre-Prep in a purpose-built facility, just a few years before converting to a day school at the turn of the century.

Each of these changes has strengthened the School’s ability to maintain its appeal to a diverse range of pupils, a feature which is part of its core and attracts families from across five counties. Academic achievement is important but we focus on adding value and look to accept every child who we believe will be happy in our environment.

We are extremely proud of our pastoral care, and believe that we are far ahead of most schools with regard to pupil welfare. Our Club system in the Prep School and the Senior School House structure, the dedicated team of two counsellors in our Wellbeing Department, frequent and regular liaison between colleagues: all of these play a part in ensuring that each individual pupil’s needs are met.

We know that our pupils will need much more than exam results when they leave us, and we put an emphasis on developing softer skills through a breadth of co-curricular opportunities. Sport, Music, Drama and the CCF might be the ‘big four’, but there are so many other ways in which the pupils build confidence, leadership, flexibility, resilience and the ability to know what they want to do with their lives.

Wellingborough is a wonderful school. It has a warm, relaxed feel with a sense of partnership between pupils, staff and parents. There is a constant buzz created by a determined, purposeful desire to support each other and to fulfil the pupils’ ambitions. The School is never still, as everyone in our community tries to get the most out of the opportunities that are provided. We look forward to welcoming someone new to join our quest to do the best for every child.

## Project Chrysalis

As the next phase of its development, the School will be moving to a two-tier system from September 2020, the arrangements for which are well under way. This will mean that the Senior School will start from Year 7 (it is currently Year 9), and the Prep School will be home to the pupils from Nursery to Year 6.

The underlying philosophy for this change at this time is built around pupil outcomes. External pressures within our educational context, particularly those related to examination regimes, mean that our ability to oversee the learning and progress of our older pupils will be enhanced by extending oversight to the age of 11. This will also allow our Prep School to develop and enrich its curriculum, and we will be able to reinforce the cohesion between the two parts of the School.

Chrysalis has necessitated a review of roles throughout the School and, as part of this, new posts have been created and others are being restructured. Systems are being adapted to ensure that they are as effective and efficient as possible, and many other aspects are being appraised in order to support major decisions.

This is an extremely exciting time to be joining the School, with a number of opportunities to shape and guide the nature of the educational experience enjoyed by the pupils.

**The Role**

**Contract type: Term Time (36 weeks per year, including INSET days)**

**Hours: 24 hours per week, to include Monday, Wednesday and Thursday mornings**

**Salary: £12,862 per annum**

**Reporting to: Head of Learning Development, Prep School**

**Start date: January 2020**

**Disclosure level: Enhanced**

The role requires an experienced teaching assistant to assist in the Pupil Development Centre to support children aged 6-12 in small groups, 1:1 sessions or in the classroom in literacy and mathematics.

The following key accountability areas are a given requirement. The list is non-exhaustive and should not act to constrain the jobholder from working within a wider brief, if necessary, in order to achieve the requirements of the job role.

**Principal duties and responsibilities:**

* To provide support to nominated pupils, aged 6-12, with learning difficulties and/or disabilities, as directed by the Head of Learning Development, Pre-Preparatory and Preparatory School. Support will be provided in a variety of ways as considered most effective for individual circumstance but will include one to one support, support in the classroom alongside the class teacher and working with a small group, either in or out of the classroom.
* To plan and prepare lessons with teachers, participating in all stages of the planning cycle, including in lesson planning, evaluation and adjusting lessons/work plans
* To develop and prepare resources for learning activities in accordance with lesson plans and in response to pupil need
* To contribute to the planning of opportunities for pupils to learn in out-of-school contexts in line with school policies and procedures
* To maintain records of pupil performance and progress to enable effective monitoring. To contribute to written reports if required
* To give feedback to the class teacher on the pupil’s progress and attainment
* To partake of the appraisal system and participate in appropriate training, both initially and on an on-going basis as required by and discussed with the Head of Learning Development

The duties of the post could vary from time to time as a result of new legislation, changes in technology or policy changes in which case appropriate training may be given to enable the post holder to undertake this new/varied work.

## Benefits

Working at Wellingborough School is hugely rewarding, albeit demanding and busy! Wellingborough School is a nice place to work. The School community is welcoming; there is mutual respect between pupils and staff; parents are engaged and supportive. These are some of the cultural reasons to want to work at Wellingborough School, but there are a range of other benefits.

The School has recently reviewed its appraisal system so that all staff can benefit from professional development, both internal and external. Staff input into INSET is encouraged, and the School is a member of the East Midlands Group of independent schools, which provides opportunities for collaboration and discussion. All new staff profit from an induction programme that is tailored to their individual needs. There is free onsite car parking and use of the School’s sports facilities. All staff have lunch and refreshments provided.

Northamptonshire and the surrounding area is a nice place to live, with a significant amount of countryside. Road links are excellent, enabling travel in all directions, and the area is served by two railway lines into London. St Pancras is only 45 minutes by train from Wellingborough, and Euston is under an hour from Northampton and Milton Keynes.

## The Process

The application form should be returned together with a covering letter in which the applicant should explain what he/she can offer to the post. Applications by e-mail are welcome. CVs are not required. Please send them for the attention of Lulu Corrigan, Acting HR Manager, to [recruitment@wellingboroughschool.org](mailto:recruitment@wellingboroughschool.org) by **12pm, 5th December 2019.**

Interviews will take place on **11th/12th December** **2019.**

## Safeguarding

The post holder’s responsibility for promoting and safeguarding the welfare of children and young persons for whom s/he is responsible, or with whom s/he 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 risk to the safety or welfare of children in the School s/he must report any concerns to the School’s Designated Person or to the Headmaster

**Person Specification**

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| **Competence** | **Essential** | **Desirable** |
| **Qualifications** |  |  |
| Minimum NVQ Level 3 qualification related to Education | x |  |
| HLTA qualification |  | x |
|  |  |  |
| **Skills & Experience** |  |  |
| Experience working with Y1-3 aged pupils | x |  |
| Training in, and recent experience with teaching phonics | x |  |
| Understanding of the National Curriculum objectives |  | x |
| Understanding of working with pupils performing below expected levels. | X |  |
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| **Personal Qualities** |  |  |
| Able to demonstrate a desire to motivate children to learn | x |  |
| Full of energy and enthusiasm | x |  |
| Ability to work effectively within a team | x |  |
| Competent level of written English | x |  |
| Good organisational skills | x |  |
| Patient and sensitive to others | x |  |
| Flexible and adaptable | x |  |
| Sense of humour | x |  |