



UXBRIDGE
HIGH SCHOOL



**Teaching Associate
INFORMATION PACK**

Required for
September 2023

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Principal: Nigel Clemens BSc, MA

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WELCOME FROM NIGEL CLEMENS, PRINCIPAL

Thank you for your interest in working at Uxbridge High School. I would like to take this opportunity to tell you a little about our unique school and to highlight the significance of this important appointment. You are applying to join an exemplary and highly energetic staff team that has moved the school into a very strong position both locally and nationally. I am looking for exceptional people with energy and drive to join us in this work.

We have much to celebrate at Uxbridge High School including a committed and focused student body and staff, outstanding facilities, strong relationships with the community and school partners, supportive governors and a thriving sixth form. We value the successes of every child, whatever their starting point, as a truly comprehensive and multicultural school that reflects life in modern Britain. You will enjoy the reward of working with a wide range of students, from a variety of backgrounds.

I would recommend that you spend time reading our most recent Ofsted report, which can be viewed here: [Ofsted report](#). The inspection report confirms in detail our significant strengths in all areas of leadership, teaching, personal development and outcomes. We are particularly proud of our outstanding status for personal development, behaviour and welfare that represents the dedication and focus of all within our school community to work at the highest levels.

The current leadership team has embedded a number of changes to the approach we take towards learning, teaching and progress. These include rigorous self-evaluation, close monitoring of the impact of teaching on learning and highly individualised student and group tracking. Our lead practitioner team (LPT) lead on numerous initiatives to support this, for example, developing and supporting leadership of teaching at all levels. An extensive and rich CPD programme is highly valued by staff at all levels.

Our determination to eradicate any disadvantage, particularly through poor literacy and numeracy on entry to the school, allows our students to compete in a national context. This is one of the school's biggest challenges and one to which we apply a systematic, whole school focus, linked to a curriculum that is innovative, exciting and ultimately leads to student success. To this end we are constantly reviewing our curriculum pathways to ensure a rich and well referenced learning experience for all our students, whilst balancing the need to do the best for our students.

Our sixth form provision is exceptional with a broad and exciting post-16 curricula. We are highly successful in preparing students for a wide range of university, apprenticeship and workplace destinations.

As Principal, I operate with an authentic and distributive leadership style. To support this, I am looking for leaders and staff who subscribe to an open and trusting culture, who can bring a collaborative and 'can do' solution-focused attitude. We seek teachers and leaders who are able and keen to achieve excellence across the school.

The successful candidate will demonstrate their unrelenting energy and drive that will continue to allow Uxbridge High School to be a school that can guarantee to maximise student progress, achievement and opportunity through an outstanding education.

If you feel you can meet the needs of all of our students without limitation, and are excited to join us, then I look forward to hearing from you further.



Nigel Clemens
Principal

PROUD TO MAKE SUCCESS HAPPEN

Our vision

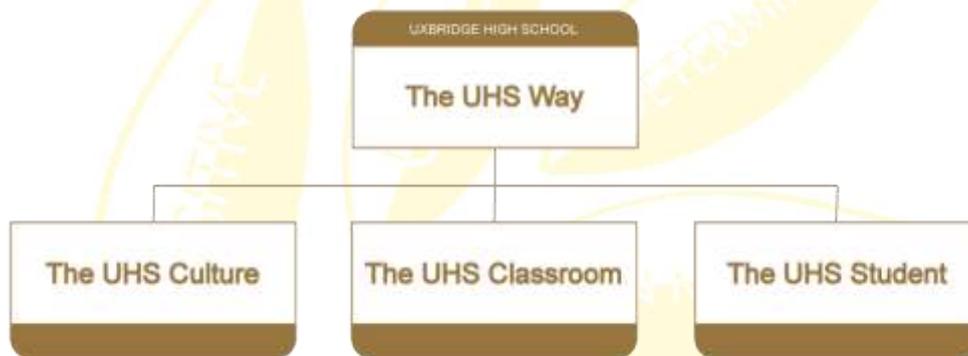
Uxbridge High School is a happy and ambitious school which enriches individuals academically, socially and emotionally.

'The UHS Way'

We develop the whole student in a safe, inclusive, and supportive environment. A school which nurtures students' ambitions ensuring all are PROUD of their success.

It is the foundation to everything we do, ensuring we:

- provide exceptional learning experiences;
- cultivate excellence in each student;
- have a safe, respectful and happy community of respect and happiness;
- prepare students for future opportunities as global citizens.



The UHS culture

The culture at UHS is built on our consistent approach. The unique selling point for our school is its diversity in every sense of the word. The value it places on every aspect of school life. What a young person learns alongside the school curriculum, in the playground, on a trip, in an assembly or a charity event. These experiences shape student development alongside the school curriculum. All adults in the school are collaborative and proactive, supporting students to reach their potential. They do this through developing the character of each young person and working towards a common framework:

- Developing the whole student;
- Cultivating excellence;
- Building strong relationships;
- Using praise to celebrate exceptional effort and achievement;
- Teaching routines to develop self-regulating students;
- Modelling calm and unshockable reactions built on consistency;
- Ensuring a learning environment which challenges students and raises aspirations;
- Preparing students for future opportunities.

The UHS classroom

- All lessons start with 'meet, greet and seat' followed by a 'do now' activity. We 'end and send';
- Adaptive teaching and intervention from the teacher meets the needs of all individuals;
- We teach communication literacy and numeracy at every opportunity;
- Questioning is used to assess knowledge and deepen thinking;
- Retrieval practice is used to recall knowledge in line with curriculum sequencing;
- Interleaving is used to make connections and enable problem solving, evaluation and analysis;
- Lessons include opportunities for both guided practice and independent practice. Guided practice

- includes teacher to student and student to student activities;
- Timely assessment and feedback methods are used to motivate and encourage progress;
- Assessment data and software is used to accurately track progress and forecast grades;
- We explicitly teach skills for future learning and employment.

The UHS student

Our students are the strength and lifeblood of the school and consequently their needs are at the centre of all that we do. Our school is multicultural and diverse in every sense of the word. When you visit the school you will be instantly immersed in our vibrant community. Our students' support for each other and our community is one of the excellent features of the school. The heart of our culture.

Uxbridge High School students are:

Positive to learn new knowledge and thrive on developing their skills.

Respectful and kind to all members of our school community and its environment.

Open minded and happy about all new opportunities.

Unique in their demonstration of skills and talents.

Determined to achieve their best in all areas of the curriculum

Proud to make success happen.

Our team

We have energetic and dedicated teachers, middle leaders, and senior leaders at Uxbridge High School. The governing body is well established and is resolved to drive and support our future development.

We value the dedication of our staff and are mindful to create a work environment that ensures well-being and supports productivity in the classroom. Uxbridge High School was one of the first schools to fully partner with Teach First. We continue to support new recruits into the profession and value the energy that they bring. We are innovative, creative and flexible in our recruitment and development of all staff.

Our facilities

We are fortunate to have an open campus with extensive playing fields. Our original school building, dating from the early 1900s, is still in use and is complemented by a range of more modern buildings. You will work in an exceptionally well-maintained school with high-spec specialist classrooms, laboratories and facilities.

Our most prestigious accommodation includes an excellent £6m sixth form centre, a state-of-the-art full size indoor sports facility and a new £2.1m art, drama and music centre.

Our partnerships

To ensure the best opportunities for our students we have strong relationships with several local universities and partner schools in Hillingdon, nationally and internationally. We also work closely with organisations such as Teaching Leaders, Teach First, Be Her Lead and the Royal Shakespeare Company.

Our website and social media

You can find out more about our work by looking at our public profile. Our website uhs.org.uk and a selection of our social media accounts, linked below, give a fantastic insight into the extensive opportunities that form such a valuable part of our curriculum and are used widely by parents and other stakeholders:

- twitter.com/uxbridgehighsch
- twitter.com/UHSPPrincipal
- twitter.com/uhs_VAPA
- twitter.com/UHSPE
- instagram.com/uxbridgehigh

We also have a LinkedIn page, giving updates and current vacancies:
[linkedin.com/company/uxbridgehighschool/](https://www.linkedin.com/company/uxbridgehighschool/)

Our location

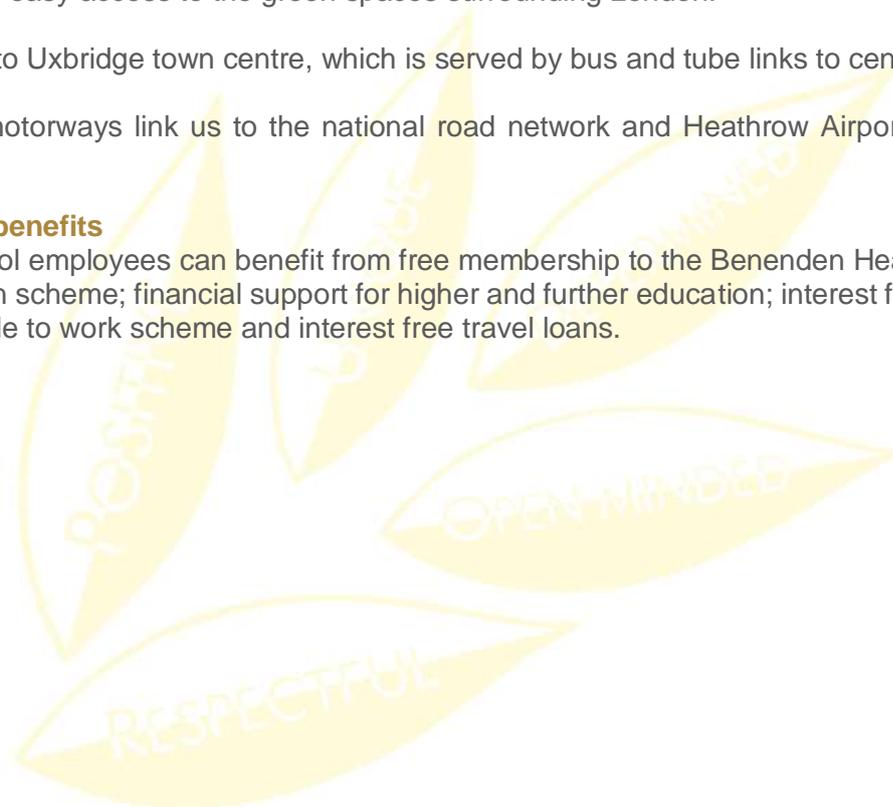
Uxbridge is in the borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London.

The school is close to Uxbridge town centre, which is served by bus and tube links to central London.

The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.

Further employee benefits

Uxbridge High School employees can benefit from free membership to the Benenden Healthcare Scheme; a favourable pension scheme; financial support for higher and further education; interest free loan for ECTs (up to £1500); a cycle to work scheme and interest free travel loans.



PROFESSIONAL DEVELOPMENT AT UHS

Uxbridge High School proudly offers an all-encompassing professional development programme for all staff employed by the school. We deliver this through our bespoke UHS CPD curriculum which supports colleagues with their individual needs facilitating success for all.

As teachers we map learning for our students, and as professionals as we seek to improve. Culturally we are all learners looking to improve, not because we are not good enough, but because we want to get better. We offer a CPD curriculum which, if you join us, you will find rewarding and professionally challenging.

Our programme is delivered through designated training days, workshops, teacher review sessions, observations, learning walks/drop ins, focus groups, ASPIRE sessions, regular curriculum development, and twilight sessions. The lead practitioner team (LPT) support staff through partnerships in which colleagues receive feedback on lesson observations, learning walks and training sessions.

September Training Days

Annually we have 2 training days in September which provide an extended opportunity to introduce the CPD curriculum for the year. We identify aspects of 'The UHS Way' to focus on and involve our own school leaders in delivering training.

The CPD curriculum 2021/22

The training days are the catalyst for our ongoing curriculum. They will provide you with the 'why'. The information below details the 'what' and the 'how' for the delivery over this academic year.

Teacher review programme

The school is a centre for excellence in teaching and learning. This is because every teacher takes pride in developing their practice. The improvement is incremental and continuous through our teacher review programme. The culture is based on improving not proving.

All teaching staff set an annual teaching target. To support continued improvement, they are assigned a teacher reviewer. The teaching review process provides instructional coaching to ensure every teacher values improving their practice and are proud to be successful practitioners. This also enables all teachers to personalise their CPD curriculum and have choice in the aspects of the curriculum they wish to focus on.

The process will include a review of current practice, your personalised teaching target, and a plan for the implementation of this target. There are four designated review meetings. However, we encourage regular informal conversations as often the best CPD can take place via a simple conversation following a learning drop in. As a leader at the school, you would be part of this process as both a reviewer and reviewee.

Lesson visits and learning walks/drop ins

The UHS curriculum encourages all staff to be open to their lessons being visited. This happens regularly and informally. There could be a specific focus: personal coaching; curriculum and work review; student pursuits; open classrooms and monitoring of 'The UHS Way' across the school. Equally teachers regularly visit lessons to support colleagues or gain ideas for themselves.

ASPIRE sessions

Our ASPIRE programme is the part of the CPD curriculum which allows colleagues to personalise their professional development route. 2021 is the fourth year that these sessions have run at the school. As a valued member of staff you will have autonomy to select your route. The courses on offer currently are:

1. The UHS culture: How we embed our culture to develop the UHS student;
2. Adaptive teaching;
3. Retrieval and interleaving;
4. Assessment and feedback;
5. Leadership in education.

All courses will encourage you to research, work with colleagues in your group and learn. Teachers at the school are genuinely interested in these aspects of our curriculum and take ownership of their learning and development within their chosen field.

Teaching and learning groups (TLGs)

These groups are formulated via the ASPIRE selection and are designed to encourage staff to work within smaller sub groups to share practice and ideas and drop into lessons to provide low stakes and informal feedback.

Curriculum development, and twilight sessions

The CPD curriculum includes regular opportunities for whole school and departmental curriculum review. These sessions are calendared throughout the year and take place on Thursdays. CLs, ACLs and LPT regularly plan and deliver these sessions.

The UHS learning community

This is an online space created by the LPT. It provides current resources and practice, to support teacher development aligned with this curriculum: <https://uhsorguk.sharepoint.com/sites/learningcommunity>

We understand that there is an increasing desire for accredited qualifications including master's qualifications and we are proud to confirm that we support colleagues in their pursuit of further qualifications.

Our commitment to outstanding leadership is illustrated in our short, medium and long term training courses for leaders at all levels. We host the Teaching Leaders course for middle leaders as part of our package and work closely with a number of local schools to enrich our offer.

Furthermore, we support colleagues as appropriate in attending external CPD. Staff are encouraged to be pro-active in seeking their own individualised professional development opportunities in liaison with their mentor or line manager. For example, many attend exam board feedback or subject specific external courses to support their development and development of the curriculum.

Support for colleagues joining Uxbridge High School

Starting a new school presents great opportunities for all staff regardless of their position. At Uxbridge High School we go that extra mile to ensure all staff experience a comprehensive induction and are intensively supported during their first term.

We provide all staff with a full induction covering key policies and procedures. All teaching staff experience an additional session focused on teaching and learning pedagogy and securing at least good progress for all students. We refer to this as our 'flying start' programme. We have received 100% positive feedback on

the outcomes. We aim that colleagues joining our existing strong team will flourish.

“Teachers collaborate well to share good practice and ideas. New initiatives, such as teacher triads, when three teachers of varying levels of experience work together to help them develop their teaching further, are well received. The regular open classrooms week is a worthwhile investment in time and hard work, enabling many teachers to visit each other’s lessons and gather new ideas for their classes.” - Ofsted 2018

Initial Teacher Training and Early Career Teachers

Uxbridge High School has developed an extensive and comprehensive programme of Initial Teacher Training and we have a very successful history of working with PGCE students, Teach First participants and ECTs. The induction support programme is an individualised programme of support, monitoring and guidance, which aims to develop participants into outstanding practitioners. We work hard to ensure that the statutory requirements are not only met, but exceeded, to ensure a positive and rewarding experience for all involved. This is built upon effective CPD, experienced subject and professional mentors and a drive to ensure that we make success happen.

“Newly qualified teachers feel well supported to be successful in their new teaching careers, commenting on the ever-open door to ask colleagues for advice. The large majority of staff who responded to the survey for this inspection agree that they are proud to be a member of staff at the school. They agree that leaders’ use of professional development helps to improve teaching.” - Ofsted 2018

Initial Teacher Training (ITT)

Uxbridge High School supports a number of student teachers studying for their Post Graduate Certificate in Education through their school experience. Currently we have partnerships with Brunel University, The Institute of Education, Queen Marys and Kingston University taking students in a variety of subjects. Many of these institutions have recently been graded as outstanding by Ofsted and therefore we can be sure that we are working with the very best training providers. Student teachers are provided with a full support network to develop their professional practice. They take part in weekly CPD sessions which are specific to their training needs, have regular meetings with both a subject and professional mentor and regular developmental observation.

Teach First

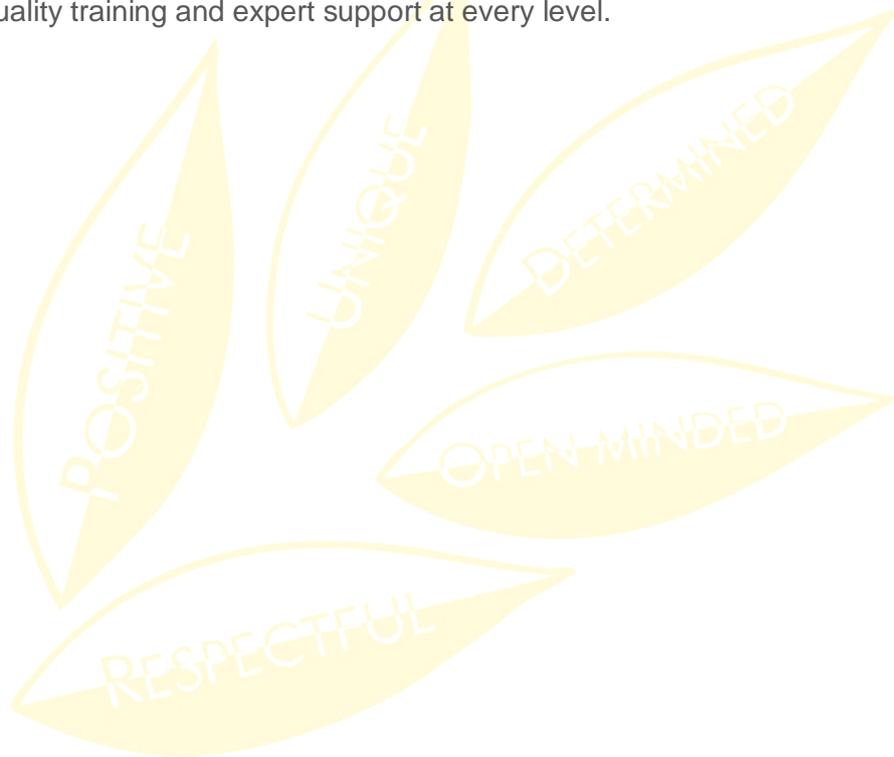
Teach First is an organisation which aims to address educational inequality for children from low socio-economic backgrounds by narrowing attainment gaps. Uxbridge High has a strong history of involvement in the Teach First programme, being one of the original start up schools. Our Teach First participants receive a full support programme which is based on our strong partnership. As well as developing as teachers, the participants complete academic studies which support their professional development. Each teacher gets a full programme of weekly CPD sessions, a number of mentors who they meet with regularly and frequent observations with developmental feedback.

Early Career Teachers (ECTs)

Uxbridge High School is proud to partner with Teach First in support of the Early Career Framework (ECF). The Early Career Framework provides a two-year package of high-quality professional training for Early Career Teachers and their mentors. Any early career teacher joining the Uxbridge High School team will benefit from:

- Two years of expert support, training and resources delivered by Teach First;
- A blended, flexible package of both online and face-to-face training;

- Access to high-quality resources developed by education experts;
- Careers coaching;
- A dedicated mentor trained by Teach First with excellent subject knowledge;
- Free membership to the Chartered College of Teaching (CCT);
- A menu of school-specific trainings sessions to opt into;
- ASPIRE CPD courses available in a range of topics;
- Termly progress review meetings to discuss strengths and training opportunities;
- 1:1 careers meetings with members of the senior leadership team to discuss career pathways, interests and next steps;
- Open classrooms fortnight: a termly event celebrating best practice across all subject areas;
- Pedagogical support from our team of leading practitioners;
- Uxbridge High School prides itself on providing a strong support system for all members of our profession, in particular our early career teachers. We are a happy and ambitious school which seeks to provide high quality training and expert support at every level.





LOCATION

Uxbridge High School, The Greenway, Uxbridge, Middlesex, UB8 2PR.



Uxbridge is in the Borough of Hillingdon in West London. We are in an urban area with a rapidly expanding population, but have easy access to the green spaces surrounding London. The school is close to Uxbridge town centre, which is served by bus and tube links to central London. The M4 and M25 motorways link us to the national road network and Heathrow Airport provides global connections.



UXBRIDGE HIGH SCHOOL JOB DESCRIPTION: TEACHING ASSOCIATE

Responsible to:	Deputy SEND Service Manager, SENCO, Leadership Line Manager
Grade:	UHS Support Pay Range 6-14, Actual Salary £21,658 - £24,686 pa for 36 hours per week; £18,048 - £20,572 pa for 30 hours per week (inclusive of Outer London Weighting).
Hours:	30 or 36 hours per week, 39 weeks pa (term time plus five training days)
Overview of role expectations	
<p>To complement the work of teachers by taking responsibility for agreed learning activities under an agreed system of supervision.</p> <p>To monitor students and assess, record and report on student achievement, progress and development as agreed with the teacher.</p> <p>To liaise with teachers to support the learning activities for individuals/groups.</p> <p>All the above to be in accordance with any directions which may reasonably be given by the Principal / Leadership Team line manager/line manager.</p>	
Responsibilities and Tasks.	
1.	<p>Support for Students:</p> <p>To provide support for designated individual or groups of students in lessons through:</p> <ul style="list-style-type: none"> • Help with personal organisation; • Support of written work and practical tasks; and • Encouragement with positive feedback. • Clarifying and explaining instructions • Ensuring the student is able to use the equipment and materials provided • Assisting in areas of weakness, e.g., language, behaviour, reading, spelling, handwriting/presentation, recording, social skills, etc. • Helping students to concentrate on and finish work set • Meeting physical needs as required whilst encouraging independence • Liaising with subject teacher devising complementary learning activities to meet the needs of all students • Providing targeted intervention in literacy, numeracy, behaviour, social skills, study skills organizational skills, etc., programmes designed by the Flexible Learning Centre • To support students through small group interventions. • To support students with learning to read, phonics and reading catch-up. • To provide individual support to students who have emotional, behavioural or social difficulties. • To monitor the work and progress of students by liaising with subject teachers. • Work with class teachers to raise the learning and attainment of students • Promote students' independence, self-esteem and social inclusion • Give support to students, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement • Offer specialist support in an area relating to SEND for example EAL, SEMH, ASD, ADHD, counselling, bereavement, etc.
2.	Support for Staff:



	<ul style="list-style-type: none"> • To be familiar with schemes of work/lesson plans when providing in-class support through liaison with subject teachers. • To work collaboratively with the subject teachers in preparation of adapted work for targeted students. • To keep accurate records of the main events/achievements in a lesson that related to a designated student and to discuss these with the class teacher. • Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities (SEND) • Promote, support and facilitate inclusion by encouraging participation of all students in learning and extracurricular activities. • Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment • Use ICT skills to advance students' learning • 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 • Communicate effectively with other staff members and students • Communicate their knowledge and understanding of students to 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 • To participate in the evaluation of the support programme. • To provide regular feedback about the student to the subject teacher/SENCo
3.	<p>Support for the school:</p> <ul style="list-style-type: none"> • To participate in appropriate training as advised, delivered or recommended by the SENCO and to participate in personal performance management. • To undertake those tasks related to student support, general department organisation and supervision which may be requested by the SENCO. • To provide individual support for designated students by withdrawing small groups of targeted students. • To support the Exam Teams with invigilation and access arrangement for internal and external exams as required.
<p>In addition the role includes adherence to all safeguarding and other policies and procedures in place at Uxbridge High School and regular contact with other staff employed at the school, school governors and outside bodies. You will work under the reasonable direction of the Principal / Leadership Team line manager / SENCO / Deputy SEND Service Manager.</p>	
Name of Post Holder:	Signature:
Date:	



UXBRIDGE HIGH SCHOOL PERSON SPECIFICATION: TEACHING ASSOCIATE

Criteria
Qualifications / Education / Training
1. Hold relevant qualifications at a level equivalent to at least NVQ Level 3, with a minimum grade C and 5 Mathematics and English.
2. Evidence of specialism in specific curriculum areas or areas of particular learning difficulty.
3. A willingness to undertake relevant training and/or work towards relevant qualifications.
Experience
4. Proven experience of working in an educational environment with the relevant age groups*.
5. Experiences which have provided a preparation for this post.
6. Understanding of relevant policies/codes of practice and awareness of relevant legislation.
Skills, Knowledge and Abilities
7. Understanding of the key factors which affect student learning.
8. Evidence of good organisational, interpersonal and communication skills.
9. Understanding of a range of strategies to establish a purposeful learning environment and to promote good behaviour.
10. Ability to interest, motivate and advance learning of students using clearly structured teaching and learning activities.
11. Ability to communicate effectively and sensitively verbally and in writing.
12. Able to form and maintain appropriate professional relationships and boundaries with children.
13. Excellent interpersonal skills both in working with young people and in forming effective professional relationships with a wide range of contacts.
14. Specialist skills / training in curriculum or learning area eg SEN, ICT.*
Equal Opportunities
15. Commitment to equal opportunities and inclusion.
16. Ability to promote and support the school's Equality and Diversity Policy.
Disposition
17. Flexibility, resourcefulness and commitment to Uxbridge High School, understanding collective responsibility.
18. Ability to work hard with competing deadlines, prioritising appropriately and maintain good humour.
19. To be interested in children as individuals, in how they learn and be committed to the comprehensive ideal.
20. To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the school.
21. Demonstrate a diligent, "can do" attitude.
22. Energetic and enthusiastic, with a naturally positive and calm outlook.

*desirable

ADVERT

Uxbridge High School,
The Greenway,
Uxbridge
UB8 2PR
Required for: September 2023

Teaching Associate

Salary: UHS Support Pay Range 6-14, Actual Salary £21,658 - £24,686 pa for 36 hours per week; or £18,048 - £20,572 pa for 30 hours per week (inclusive of Outer London Weighting).

Full Time – 30 or 36 hours per week, 39 weeks (term time plus five staff training days pa).

Other benefits: Salary inclusive of Outer London Weighting, membership of a private healthcare scheme (Benenden).

PROUD TO MAKE SUCCESS HAPPEN

Uxbridge High School is an ambitious and dynamic converter academy with over 1,200 students aged 11 -18. We have much to celebrate at Uxbridge High School including a committed and focused staff, outstanding facilities, strong relationships with the community and school partners, supportive Governors and a thriving sixth form. We are delighted to be recognised by Alps in the top 20% of UK schools, celebrating outstanding sixth form student progress at A level. We value the successes of every child, whatever their starting point. All of this takes place within a truly comprehensive and multicultural school that reflects life in modern Britain.

Our school values have been developed by students and staff and form the basis of our ethos and culture. All members of our school community subscribe and work towards always being: Positive, Respectful, Open Minded, Unique, Determined: Proud to Make Success Happen.

THE ROLE

We are looking for enthusiastic colleagues who want to work as part of our Student Support Team. The job involves supporting learning actives for students, both individually and in class/groups. You will be working alongside teachers and other teaching associates, in doing this you will need to support children's learning up to GCSE level and adapt support accordingly to the needs of the individual children. You must have relevant experience of working with children and hold a minimum grade C or 5 in Mathematics and English.

We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the DBS.

Please take the time to view our website (www.uhs.org.uk) before making an application. This gives a fantastic insight into the life of the school.

HOW TO APPLY

Please complete the attached application form prior to the closing date. The application form includes career history and contact details and, therefore, a CV is not required. A supporting letter can be included if you wish and should be no longer than 2 pages of A4. Ensure that you detail how your experience and skills meet the Person Specification.

Closing date for applications: Friday 2nd June 2023 at midday.

Interviews will be held as soon as possible thereafter.