

**COOMBE**  
 preparing you  
 for a world of  
 opportunity



# Teaching Assistant

## Appointment Information Pack

## Message from the Headteacher

At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

We believe that it is essential that school is a challenging, inspirational and transformational experience. We also believe that it must provide a moral framework for learners to live their lives by and that students perform to their best abilities when they feel supported, confident and happy.

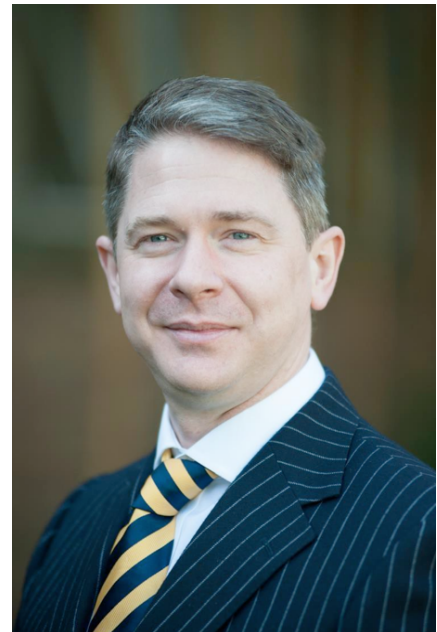
We are enormously proud of our academic, sporting and cultural successes, however we are proudest of the fact that parents tell us that their sons are happy here and that they enjoy coming to school.

Thank you for taking the time to look at the information relating to this post. Please do contact the school if you have any queries or would like a tour of the school.

Kind Regards,



David Smith  
**Headteacher**



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innovative teaching that is inspirational, compelling and fun. It engages every learner in their journeys of self-discovery, fulfilment and academic excellence;

a community in which empathy, tolerance, integrity and shared purpose promote exemplary behaviour and outstanding relationships between all;

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## Coombe Boys' School SEND Department

We are very proud of the inclusive ethos at Coombe Boys' School and this is reflected in our SEND Department. Our SEND cohort make up approximately 15% of the school population. In September 2020 we opened our SRP (Specialist Resource Provision) on site, which offers specialist teaching for a small group of pupils with an EHCP. We look forward to exciting developments in our specialist SEND provision in the near future.



The department currently consists of eight core staff with a wide variety of skills and experience and we look forward to expanding our team. Our team of teaching assistants support our pupils in core subjects and support pupils 1:1 or in small groups outside of class. Amongst other interventions they offer small-group reading interventions in conjunction with our school librarian, 1:1 check-ins to support emotional wellbeing needs, homework support and working alongside our SENDCo, Student Support Manager and Educational Psychologist to assess pupils and plan strategies to meet special educational needs. Our Specialist Assessor tests pupils for Exams Access Arrangements and ensures this support is provided for public examinations.

Our Student Support Manager offers a number of different interventions including small group work to improve resilience, friendship and social skills, aspirations and healthy lifestyles. He also offers 1:1 check-ins and therapeutic interventions to support young people with social, emotional or mental health needs. Our Student Support Manager runs our team of Mental Health Ambassadors which is a group of students in Year 9 and 10 who work hard to raise awareness about the importance of emotional wellbeing, and reduce stigma around mental health. We have recently developed our "Hands-on Hub", an outdoor learning space where our Student Support Manager runs Bushcraft Club.



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The SENDCo supports the teaching and non-teaching staff to meet the needs of pupils with SEND in a number of different ways including a detailed SEND register with links to key documents and strategies, and regular “Solution Circles” to share good practice and provide support for Quality First Teaching for all.

Those joining the team as a Teaching Assistant will be given the opportunity to develop knowledge in different strands of SEND, including ADHD, speech and language therapy, educational psychology, emotional literacy and various other aspects. Such experience offers our teaching assistants routes into a number of different professions, including teaching (both secondary and later primary years), child/educational psychology, charity work and social work. There are also pathways available within school, involving additional training, for those who wish to remain at Coombe.

## Quotes from previous Teaching Assistants

*My role as a Teaching Assistant has given me an invaluable insight into the school day and the secondary teaching environment. I have been able to see first hand what the teaching role entails in preparation for my PGCE at UCL which begins in September. The staff at Coombe Boys’ have all been incredibly supportive and friendly and I have loved being part of the team.*

Started Modern Foreign Languages PGCE at UCL Sept 2022

*Working at Coombe Boys’ School has given me a fantastic opportunity to broaden my knowledge and experience in various aspects of education. My role as a Teaching Assistant here has given me the inspiration to embark on a career in teaching Art & Design. I’ve thoroughly enjoyed my time at Coombe and will be sad to be leaving the staff that I have worked alongside over the years.*

Started Art PGCE at Portsmouth Sept 2022

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## Job Description: Teaching Assistant

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**Department or area:** SEND Department

**Responsible to:**

- SENDCo

**Responsible for:**

- N/A.

**Purpose of the post:**

- To work under the general instruction and guidance of teaching and senior staff to support all teaching and learning activities in the classroom or to individual pupils or groups
- To enable access to learning for all pupils.

**Professional Values and Practice:**

- Communicate effectively and professionally with all levels of staff, external organisations, pupils and parents.
- Understand the contribution that support staff and other professionals make.
- Contribute to and share responsibility in the corporate life of the school.

**Responsibilities:**

**Results, Achievements, Standards**

- Support the policies and practices for School Administration which reflects the school's commitment to high achievement and effective teaching and learning.
- Support the shared understanding of the importance and role of the School Office in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

**Teaching and Learning**

- Support staff in their drive to raise standards of teaching and learning.

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### **Student Development and Well Being**

- Contribute to a purposeful learning environment where learners feel safe, secure and confident.
- Support staff to manage learners' behaviour constructively and promote self-control and independence.
- Understand and participate in the contribution made by the pupils' understanding of the duties, opportunities and rights of citizens; how to recognise and deal with racial/homophobic stereotyping.
- Support the development of:
  - Effective communication and engagement
  - Young person development
  - Safeguarding and promoting the welfare of the child
  - Support transitions
  - Multi-agency working
  - Sharing information

### **Relationships with Parents, Schools and Community**

- Support the partnership with parents to involve them in their child's learning and support the provision of information about curriculum, attainment, progress and targets.
- Ensure the parental contact is friendly, supportive and professional.
- Ensure relationships with the wider community, other schools and external organisations is professional informative.

### **Learning and Growth**

- Managing own learning and performance.

### **Main responsibilities and tasks:**

- Follow instructions and guidance from the classroom teacher to provide particular support for pupils, including those with special needs, reinforcing their learning and ensuring their understanding.
- Contribute towards SEND Support Plans and SEND reviews where appropriate.
- Establish constructive relationships with pupils
- Promote the inclusion and acceptance of all pupils
- Encourage pupils to interact with others and engage in activities.
- Set challenging and demanding expectations and promote independence
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher
- If required, assist in the planning of learning activities
- Make observations of pupils' performance and responses to learning and provide detailed and regular feedback to enable the teacher to assess pupil progress
- Encourage and model positive pupil behaviour in line with the school's policy and encourage pupils to take responsibility for their own actions
- In consultation with the class teacher, establish constructive relationships with parents/carers

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- Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support diversity and ensure all pupils have equal access to opportunities to learn and develop
- Attend relevant meetings and participate in training opportunities and performance development as required
- Take responsibility for the supervision of pupils out of lesson times, as necessary. This could be before or after school or at lunchtimes/breaktimes.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required, including taking responsibility for a group under the supervision of the teacher
- Assist with the general pastoral care of pupils where appropriate..
- Plan and run intervention groups as requested by the SENCo/Deputy SENCo, for example reading interventions.
- Support pupils in an afterschool ‘homework club’ on a daily basis.
- To perform any other duties which the Headteacher may reasonably require.

### School Development Plan Focus:

- To action relevant aims of the School Development Plan in line with school strategies direction as indicated by the Line Manager.

### Appraisal:

- Participate in any arrangements within an agreed national framework for the appraisal of performance.

### Key Internal Relationships:

- Headteacher and Senior Leadership Team, teaching staff, support staff, pupils and students.

### Key External Relationships:

- Other relevant organisations, community partners, borough staff, other schools in and out of borough, parents, visitors to the school.

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**Budget Responsibilities:**

- N/A

**Health & Safety:**

- Ensure health and safety and safeguarding regulations are observed at all times.

**Terms of Employment**

**Time**

*The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy. Coombe Boys' School has a local agreement regarding cover.*

**Undertaking other duties as may reasonably be expected**

*NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.*

**Records, reports and other written work**

*The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005*

Agreed by: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

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## Person Specification: Teaching Assistant

The following comprises the qualifications, personal qualities, skills and experience required to fulfil the duties as outlined in the job description.

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### Qualifications

#### Essential:

- GCSE grade C (or equivalent) or above in both English and Mathematics.
- Requirement to participate in training/development as/when identified by line manager as essential for the performance of the post.
- Willingness to participate in other development training opportunities.

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### Experience

#### Desirable:

- A proven record of working with young people.
- Proven experience of working with children of relevant age in a learning environment.

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### Personal and Professional Skills and Attributes

#### Essential:

- Good literacy and numeracy skills.
- Highly motivated and enthusiastic.
- Ability to engage constructively with, and relate to, a wide range of young people from different backgrounds.
- The ability to motivate and enthuse students.
- The ability to work as a member of a team.
- An ordered and systematic approach to organisation of workload.
- Ability to work effectively with teaching staff.
- Good interpersonal skills.
- A commitment to working to strict deadlines.
- Ability to self-evaluate learning needs and actively seek learning opportunities.
- Ability to demonstrate and promote good practice in line with the ethos of the school.
- Understanding of safeguarding issues and promoting the welfare of children and young people.
- Suitability to work with children.
- A solid belief in the inclusion of all students in a full educational experience.

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***‘This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’***

Website: [www.coombeboysschool.org](http://www.coombeboysschool.org)  
 Facebook: [www.facebook.com/CoombeBoysSchool](https://www.facebook.com/CoombeBoysSchool)  
 Twitter: [@CoombeBoysNews/@CBSHeadteacher](https://twitter.com/CoombeBoysNews)  
 YouTube: [Year 7 Welcome Video](#)

**Coombe Boys’ School  
 College Gardens  
 Blakes Lane  
 New Malden  
 KT3 6NU**

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