



**BOURNEMOUTH SCHOOL
FOR GIRLS**

Teaching Assistant

Bournemouth School for Girls





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Dear Applicant

Thank you for your interest in our role of Teaching Assistant.

This is an opportunity for a suitably skilled and personable candidate to join our team of support workers who work closely together to ensure all students have the best help possible. The team work is valued and this approach enables a flexibility in provision based on need and the sharing of group best practice. The post will appeal to someone who prefers to support students aged between 11 and 18.

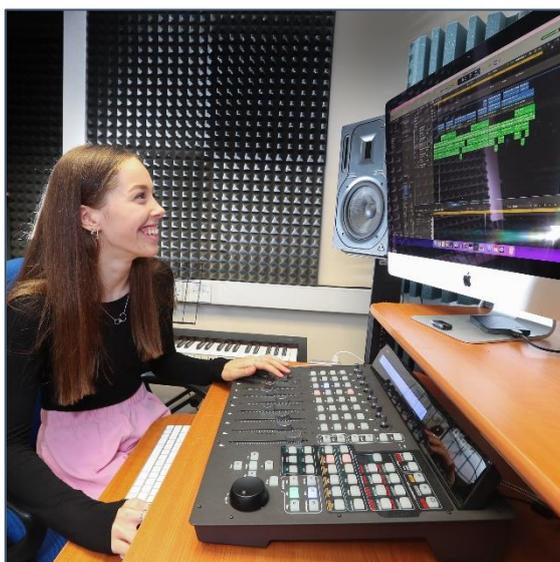
Bournemouth School for Girls is a girls' 11-18 selective academy which has the core aim of developing well rounded young people who, as well as achieving outstanding academic results, are ready to make a difference in the world. BSG is a very special place in which to learn and with over 100 years of academic excellence we have a strong reputation both locally and nationally. Achievement is consistently high and BSG has maintained its position as one of the top state girls' schools in the country for both progress and achievement. A key aim is to be a great school to work and learn at.

This information pack contains details of the post, terms and conditions and the school.

Applications need to be submitted on the Application Form for Support Staff which can be found on our website <https://wearebsg.uk/school-information/staff-vacancies>

Applications may be submitted by post or by email to lmckenzie@bsg.bournemouth.sch.uk by 10am on Monday 6 February 2023.

Bournemouth School for Girls, Castle Gate Close, Castle Lane West, Bournemouth, BH8 9UJ.
Bournemouth School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.





Job Description and Person Specification

Post Title: Teaching Assistant
Responsible to: Deputy Head (SEND)

Core Purpose of the Role

To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.

Support in activities, which may be on a one-to-one basis, to pupils with specific learning difficulties, autistic spectrum disorders or anxiety.

Key Responsibilities

To support the teaching and learning processes.

- To assist the SENCO in the assessment of pupil need and capability, and in developing, implementing and managing predominantly individual pupil learning strategies aimed at the:
 - management of learning and behaviours
 - establishing and maintaining of relationships with the individual statemented/specified pupils in support of the pupil's learning activities
 - continuous review and development of the postholder's professional practice/skills and competences
 - inclusivity of pupils with identified SEND needs

Under the guidance of direction of the teacher/SENCO

- Develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs. To ensure that support is given commensurate with the specified need of the pupil.
- Deliver support individually (and in groups) and continuously through a range of strategies. Support may be academic or social/emotional.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- Seek to ensure the promotion and reinforcement of pupils' self esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
- Contribute to the implementation of specific individual pupil targets.
- Promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.



Typically the job will include all, or most of the following elements:

- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation for educational visits, and where appropriate accompany/supervise student(s) undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils supported by the TA.
- To contribute to the process of school self review.
- To liaise with parents and other professional agencies in support of the identified pupil's needs when appropriate.
- To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.
- Under the direction of Health Service professionals, undertake activities in support of occupational health, physio and speech therapy.
- Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- To assist in preparing and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance by maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.
- To support students with first aid requirements on an occasional (rota) basis.

Knowledge and Skills

- Experience of working with children in an educational setting is essential together with the identified specific competences/skill.



- Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation and a firm yet fair approach. You will also need to be numerate and literate, a team worker and to have good oral communication skills.
- Knowledge of pupils' individual targets and, where appropriate, more specialised knowledge in specific curriculum areas.
- A willingness to undertake continuous professional development.
- Knowledge of legislation and regulations applicable to the support and care of pupils is desirable.
- An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ level 3 / Btec in Learning Support is essential.
- First aid qualification desirable.

Supervision and Management

Typically there will be supervision available from the subject teacher. Additional support will be provided by the SENCO.

Academy Ethos and Culture

- To continue personal development as agreed at appraisal reviews.
- To engage actively in the appraisal review process.
- To play a full part in the life of the Academy community; to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To carry out other reasonable tasks from time to time as directed.

Salary and Benefits

This role is for 32.5 hours per week, term time only plus staff training days and offered on a permanent basis.

The post holder will be paid on Grade 5, £21,189 to 21,968 FTE (£10.98 to £11.39 per hour)

Holiday entitlement will be 5 weeks (25 days)

Grade point incremental pay structure.

Local government pension scheme.

Access to salary sacrifice benefits such as cycle to work.

Free use of new and highly equipped gym (conditions apply)

Free parking on site.

Terms and conditions

The post is subject to successful completion of 6 months' probationary period, satisfactory references, medical and DBS clearance.

