



# Teaching Assistant Appointment Information Pack

# Message From the Headteacher

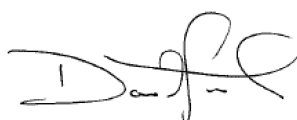
At Coombe Boys' School we are passionate about providing learners with opportunities that they would never have had before. We aim to fire the imagination and develop an aspiration and a work ethic that will enable learners to achieve their ambitions.

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. Our successes have been recognised by the Department for Education who are funding a rebuilding programme for the school, which started in February 2025.

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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# Coombe Vision Statement

Coombe Boys' School, is a community of learners that embraces innovation and inclusivity in teaching, leading to academic excellence and a world of opportunity for all. We strive to foster a culture of creativity and critical thinking that empowers our students to become confident lifelong learners and responsible global citizens. Our commitment to providing a diverse and inclusive learning environment ensures that every student is heard, recognised as an individual and feels valued and respected. The focus on academic excellence prepares students for success in an ever changing world. Our goal is to inspire our students to think beyond the classroom and to explore the endless possibilities that lie ahead, so that they may confidently shape their own futures and make a positive impact on the world.

## Coombe prepares each student for their World of Opportunity by:

- **Delivering excellence** through innovative teaching that is inspirational and brings an ambitious, broad and inclusive curriculum to life. It engages every learner in their Coombe journey offering a transformational and challenging experience.
- **Driving ambition** by fostering a culture of creativity that develops all members of our community to be confident learners who are happy, resilient, embrace challenge and are excited by their own potential to shape the future.
- **Developing integrity** through a diverse and equitable community where every person is heard, recognised as an individual and feels valued and respected. Our shared purpose promotes exemplary behaviour, outstanding and supportive relationships between all above all, ensuring kindness permeates every day life.

# 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 makes 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 twelve core staff with a wide variety of skills and experience and we look forward to expanding our team. Our team of teaching assistants supports our pupils in core subjects and supports 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 work 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 Exam 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.



The SENDCo supports 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 current and previous Teaching Assistants

*This is my third year working in the SRP and I have developed my skill set enormously during this time. I love running my own interventions such as pre-teaching, precision teaching and Memory Magic. Over the last year, I have worked closely with external therapists and have developed a keen interest in Speech and Language Therapy which I plan to specialise in next year. My role also involves delivering lots of interventions in this area. The staff in the SRP have been extremely supportive and brilliant to work with.*

Current SRP Teaching Assistant

*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

# Job Description: Teaching Assistant

**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.

## **Main responsibilities and tasks:**

- Follow instructions and guidance from the classroom teacher to provide particular support for pupils, including those with special educational 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.
- 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/break times.
- 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 SENDCo/Deputy SENDCo, 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.

### **General 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.

#### **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.

### **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:**

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

### **Budget Responsibilities:**

- N/A

### **Health & Safety:**

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

## **Terms of Employment**

### **Time**

*Support staff do not have Directed Time within their hours. However, staff may on occasion be asked to attend after school events and this is compensated for by their non-attendance at twilight INSET sessions.. This position is a school based role.*

### **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.*

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

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

# 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.

## 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.

## Experience:

### Desirable:

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

## Personal and Professional Skills and Attributes:

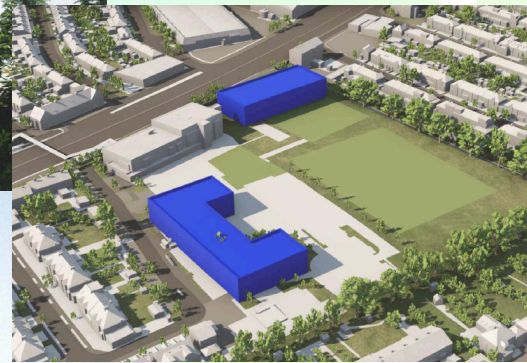
### Essential:

- 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.

# School Rebuilding Programme

## **New Main School Building**

The school has embarked on a multi-million pound rebuild project, which will dramatically change the school and give us the most up to date facilities in the local area. The whole process is expected to take 3 ½ years, and the end result will be facilities that will support the progression of all learners.



***‘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](http://www.facebook.com/CoombeBoysSchool)**

**X: [@CoombeBoysNews](https://twitter.com/CoombeBoysNews)/[@CBSHeadteacher](https://twitter.com/CBSHeadteacher)**

**YouTube: [Year 7 Welcome Video](#)**

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