



ICSLONDON
INTERNATIONAL SCHOOL

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Part Time Teaching Assistant Application Pack





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Welcome to ICS London

On behalf of myself, the senior leadership team, my colleagues, our students and our whole community, I would like to thank you for your interest.

Our vision extends to creating a community of compassionate and inspired global citizens. Embracing inclusivity, we acknowledge the uniqueness of every child and maintain a delicate balance between academic and pastoral support. Our staff ensures that each student is treated as an individual, fostering a personalised and innovative approach to learning.

Our commitment to small class sizes and a tailored learning approach has yielded remarkable results, including a 100% pass rate, an IB diploma point score average significantly higher than the world average, and a 100% acceptance rate into first-choice universities. ICS London consistently ranks among the top 10 IB small schools in the country. Embracing students from diverse backgrounds—representing over 65 nationalities—our commitment to diversity fosters an environment where students from various cultural backgrounds learn and develop together. We actively promote kindness, compassion, and respect, caring for ourselves, our global community, and our environment.

At ICS London, we are all lifelong learners, committed to becoming our best selves. Our teachers create a nurturing classroom environment while providing an appropriate level of challenge. We encourage students to embrace failure and mistakes as opportunities to reflect and learn. Every member of our community is urged to be innovative and discover their full potential. We teach resilience by consistently striving to do the right thing, even when faced with challenges. Upholding values such as honesty, open-mindedness, reliability, and fairness, we prepare every child to make a positive impact in an ever-changing and increasingly challenging world.

ICS London transcends being just a school; it is a second home. As you step through our doors, you will sense the incredible support and a place where students feel a profound sense of belonging. I strongly encourage you to visit us and experience it firsthand. We look forward to welcoming you to ICS London.

Mona Taybi
Head of School



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About ICS London

Established in 1979, the International Community School (ICS) has over 40 years' experience in educating, enlightening and engaging a global community.

Recently named as one of the best small independent schools in the UK by the Daily Telegraph, ICS is an International Baccalaureate (IB) World School based in the heart of central London, nestled between Marylebone and Paddington. A day school for students aged 3-18 years, ICS offers all three International Baccalaureate programmes. An innovative academic curriculum, alongside outstanding co-curricular opportunities and a highly individualised approach to personal development make the school a unique, exciting and holistic educational offer for international, as well as British families.

Our students achieve excellent examination results in external exams at MYP and Diploma and enter competitive university programmes around the world including the UK and the USA. A successful and highly regarded English Language Summer School – certified through the British Council - completes the academic provision of the School. ICS is a member of the Independent Schools Association, a prestigious organisation comprising over 500 of the best independent schools in the UK and beyond.

International Community School, London is one of the leading, 'premium brand' schools within the Globeducate group, and both the ICS main school and the ICS summer school enjoy an excellent reputation. ICS joined the Globeducate group in 2018.

Click on the image below to watch our School Video



About Globeducate

Globeducate is a global network of over 50 premium international schools and online education programs. We offer inspiring learning opportunities to more than 25,000 students between 2 and 18 years old in 10 countries.

At Globeducate, we believe that our students will only succeed in the world of tomorrow, if they are prepared for the challenges that they will face. The world is changing at an incredible pace, and our planet is facing unprecedented social, economic and environmental challenges.

In addition to providing an excellent education, we ensure that our students build character, learn skills and develop abilities beyond the purely academic. Our students have a voice, and we give them the power to act and help build a more equal, fair and sustainable world.

We prepare each student to become a global citizen who can shape the world.

www.globeducate.com





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About ICS Primary

ICS London Primary is a small, independent, co-educational, international school of around 80 students, Nursery through Year 6, in the heart of London. The primary campus is located in beautiful Marylebone (about a 10 minute walk from our secondary campus) and caters to the international community as well as an increasing number of local families.

Many of the students at ICS London have relocated to London with their parents who will be working in embassies or in careers such as banking, human rights, entertainment, the military, fashion and sports or studying at one of the nearby universities. We are proud to say that students at ICS London come from all types of families and a very wide variety of backgrounds, and countries such as Australia, China, the United States, Kuwait, Canada, Finland, Nigeria, Spain, Brazil, and Saudi Arabia.

At our heart, we are an inclusive school and it is essential that each and every student not only feels that they belong at ICS London, but that they are able to experience happiness and success at school.

ICS London Primary is an IB (International Baccalaureate) World School and we follow the IB Primary Years Programme. The IB's values of international mindedness, global citizenship, social responsibility, service, and respect are at our heart. Our school rules and expectations are based on the tenets of respect and acceptance. Whole school celebrations and activities are common place and, as a small school where all of the students and teachers know each other extremely well, relationships between students and teachers are a real feature of the ICS London experience. Student agency also lends itself to creating a safe atmosphere for students where they feel listened to, heard, and encouraged to speak up for themselves, others, and what they believe in.

Academic rigour is important to us and external standardised assessments rank us well above average when compared to other similar schools in London and around the world. Many of our students are bi or even tri-lingual and a small percentage of our students are English language learners, some at a beginner level. We are happy to be able to support students with mild to moderate learning differences through our outstanding special education programme. Students are looked at as individuals with unique strengths and needs and that they are challenged in meaningful and appropriate ways, moving them to the next level.



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About ICS Primary

We provide a well-rounded and diverse experience to all of our students. We have a strong after school and lunch-time clubs program which provides co-curricular opportunities such as robotics, rock climbing, creative writing, instrument lessons, choir, martial arts, film making, sign language, and many more.

We are lucky to have a team of staff composed of positive, creative, hard-working, and talented individuals who not only ensure provision of an academically rigorous education, but also unique and diverse opportunities for our students.

Classroom and specialist teachers take full advantage of the wonderful city of London through frequent field trips, workshops, and visitors. Our parent community is also highly involved in our school life and we have a strong Parent Council. Our Parent Council not only organises and holds social events for parents, but school based events such as International Food Festival and a summer picnic. Parents are often eager to volunteer and get involved at school.

Finally, our staff are our greatest asset. Our colleagues, like our students, come from all over the world and are well trained and qualified to provide high quality education. They are extremely supportive of one another, hardworking, positive, happy, and fully committed to developing our students and themselves. While our staff members are extremely committed and serious about their jobs, ICS Primary, as a workplace, could be described as a social, lighthearted, respectful, close knit and fun-loving community.





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Teaching Assistant

Job title

Part Time Teaching Assistant
(specialised in Learning Difficulty)

Reporting to

DSL/SENCO

Working hours and working days

8.00-5.00pm. Tuesday, Thursday, Friday (0.6 FTE)

Start/End date

ASAP

Location

Based at ICS Primary 7B Wyndham Pl, London W1H 1PN

Salary

**£25,284 per annum (FTE salary) pro rota salary is £15,170 (0.6 FTE)
(negotiable depending on experience)**

Appraisal

On a bi-annual basis via self/peer/line-manager appraisal

Terms of employment

Full Time , fixed term contract until the end of the academic year 2024-2025.

This is an appointment to provide support to students with additional needs as well as to the classroom teacher. Your employment depends on the needs of the students continuing being assessed, as requiring this level of support, subject to the contractual notice period. Please note that when the students do not require support, you will be expected to support other students and teachers in the school.

Main objective

To ensure a safe, rich and stimulating learning environment for all students and to work cooperatively with the classroom teacher and colleagues to provide an individualised educational programme for the sen students in the year group.





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Responsibilities/duties

The main responsibilities of the post are to:

- supervise and assist individual/small groups of pupils in activities set by teachers or by the LSA with teacher guidance
- supervise whole classes for short periods of time
- take into account the pupils' Special Educational Needs and ensure their access to the lesson and its content through appropriate clarification, explanations, equipment and materials and use of data
- build and maintain successful relationships with pupil, treat them consistently, with respect and consideration
- help reinforce and promote independent learning and social skills by supporting pupils in groups · assist pupils with physical needs
- help pupils record work in an appropriate way and to develop study and organisational skills · keep the pupils on task and to build motivation by modeling good practice
- build the pupils' confidence and enhance self-esteem and actively seek to promote the academic, social and emotional welfare of pupils
- implement behaviour management policies in accordance with guidance provided by the teacher · attend formal and informal meetings with teachers to contribute to planning lessons/ activities
- prepare materials and resources · work on differentiated activities with identified groups
- prepare pupils beforehand for a task
- take every opportunity to develop pupils' language, reading, mathematics and related skills as directed by subject specific teachers · support the teacher in implementing specific teaching programmes
- to assist the teacher in setting appropriate learning and behaviour expectations of pupils and supporting pupils appropriately to achieve these
- supervise practical tasks · carry out structured classroom assessment /observation and feedback outcomes
- to be involved in keeping records of learning, progress and intervention
- support the use of ICT in the classroom and develop pupils' competence and independence in its use
- implement planned learning activities/ teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- promote positive pupil behaviour in line with school policies and help keep pupils on task
- interact with, and support pupils, according to individual needs and skills





- promote the inclusion and acceptance of children with Special Educational Needs within the classroom ensuring access to lessons and their contents through appropriate clarification, explanation and resources
- in the presence of the teacher, present agreed learning tasks in a clear and stimulating manner to help maintain pupils interest and motivation; to work with pupils individually and collectively by contributing to decisions about the most appropriate learning goals and strategies
- to participate in planning and evaluation of learning activities with the teacher, providing feedback to the teacher on pupil progress and behaviour
- monitor and record pupil activities as appropriate writing records and reports as required
- to support learning by arranging /providing resources for lessons/ activities under the direction of the teacher
- assist with the development and implementation of support plans
- under the direction of appropriate professionals and after adequate training, to assist in meeting particular pupils' needs, e.g. physical development, speech /language development, and medical needs identified in an approved care plan agreed by parents
- liaise with other staff and provide information about pupils as appropriate
- to supervise pupils for limited and specified periods including break-times when the postholder should facilitate games and activities
- build and maintain positive and secure relationships with pupils, attending to and ensuring the case, health and welfare of children at all time
- to assist with escorting pupils on educational visits
- ensure the inclusion of all children, including those with EAL and support individual children who find it difficult to form relationships
- help keep children on task by giving them individual attention where necessary and help them to become successful learners
- deliver intervention programmes where necessary
- to comply with individual responsibilities, in accordance with the role, for health and safety within the workplace
- ensure that all duties and services provided are in accordance with the School policy
- to respect confidentiality at all times
- share the School's commitment to safeguarding and promoting the welfare of all young people
- participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager





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- To attend meetings with staff and parents, e.g. weekly staff meetings, parent evenings, in-service training days, school trips and any other school events.
- To complete regular school duties and other assigned tasks as necessary for ensuring the efficient and effective day to day operation of the school routine (e.g. Lunch, breaktime, invigilation, bus, clubs, desk cover)





Person Specification

Qualifications

Essential

- Minimum of Level 2 qualification in English and Mathematics
- Evidence of continuous professional development

Desirable

- Degree in Special Education
- Degree in Education, Psychology, Counselling or other relevant field
- EFL/EAL
- First Aid

Experience

- Experience of working with young people
- Experience of supporting young people of all abilities including SEN and EAL
- Experience of using strategies to manage challenging behaviour

- Experience working within a school setting
- Experience of International Education

Skills

- Excellent Communication skills (Oral, written and presentation skills)
- Ability to remain calm and work well under pressure
- Ability to provide dynamic, motivational, learner centred classroom activities
- Ability to use initiative to respond to unexpected problems
- Understanding of how to monitor and track the progress of pupils
- Ability to maintain appropriate standards of discipline in classroom
- Ability to coach/supervise extra-curricular activities

- Strong ICT skills
- Ability to speak other languages





Essential

- Ability to show initiative and contribute new ideas
- Ability to work collaboratively in a team

Desirable

Knowledge

- Understanding of other cultures
- Understanding of equal opportunities policies, and the impact that such a policy has on a class of students
- Knowledge of a variety of pedagogical approaches, and ability to apply each one as and when required
- Informed about current best practice and new pedagogical developments

Other Attributes

- Strong commitment to child protection and safeguarding
- Commitment to the IB Programme and philosophy
- Commitment to continuing professional and personal development





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How to apply

Candidates are requested to submit their application form on TES.

No other form of application will be accepted unless under exceptional circumstances. If you are unable to apply online due to a disability, then please contact ICS London Human Resources.

- Closing date for applications : 6th November 2024
- We reserve the right to shortlist and appoint before closing date should an exceptional candidate apply.
- We are not able to offer visa sponsorship for this post. Candidates must have British or eligible visas to work in the UK.

ICS London has a commitment to safeguarding and promoting the welfare of children and young people and as such this post holds safeguarding responsibilities. This post is defined as regulated activity and all appointments are subject to satisfactory references, Online Recruitment Searches, Enhanced DBS checks/Overseas Police Checks and Prohibition check, Overseas Teaching Sanctions check, and Disqualification from childcare check (if applicable). Online checks will be carried out on all shortlisted candidates and candidates will be asked to talk through their applications during the interview, including periods when they were not working. ICS London is committed to equal opportunities. This post is exempt from the Rehabilitation of Offenders Act 1974. We reserve the right to shortlist applications before the closing date and to appoint an outstanding candidate should one present themselves.

If you have any questions, please contact HR on recruitment@icslondon.co.uk