



SEN Teaching Assistant (25 hours per week)

Candidate Information Pack



INTRODUCTION

“The co-curricular programme engenders pupils’ interests as well as develops pupils’ knowledge, skills and understanding. This is a significant strength of the school.”

– ISI Inspection 2024

We are looking for an excellent practitioner who relates well to children to join our Learning Support Team.

The role of SEN Teaching Assistant will be to primarily support children on our Learning Support Register (across all Years 3 – 8). The post holder will have the skills and capability to develop positive relationships with all pupils, in particular the child(ren) they will be working with.

Closing date for applications: Tuesday 12 November 2024

Interviews: to take place toward the end of that week.

The School reserves the right to interview candidates ahead of the closing date and applications will be considered as they are received.

Key facts about the school:

Contract Type

1 YEAR

Benefits

LUNCH PROVIDED

10 Miles

FROM CENTRAL LONDON
WITH EASY ACCESS TO MILL
HILL EAST TUBE STATION

Part of

MILL HILL EDUCATION
GROUP

Hours

25 HOURS ACROSS THE
WEEK

Salary

£13.68 PER HOUR

THE SCHOOL

Belmont, Mill Hill Prep

Belmont is the co-educational preparatory day school to Mill Hill School. The school is set in 30 acres of the Mill Hill conservation area on the edge of the green belt and is over-subscribed. Some 540 pupils are on roll, aged from 7 to 13. Belmont has an excellent academic reputation and provides a happy and friendly environment in which pupils enjoy learning; the extra-curricular programme is extensive and of high quality.

Entry at 7+ is automatic from the pre-prep and selective for external candidates. Entry at 11+ is selective and gives automatic transfer to Mill Hill, the senior school, at 13+. Approximately 90% of pupils transfer; the remaining pupils are successful in gaining entry to other selective independent schools in north London and beyond. The school achieves high academic standards including in entrance exams to senior schools, with a significant number of pupils regularly achieving academic, music, art, design, drama and sports awards. The School has a strong reputation for outstanding pastoral care and the personal development of every child.

A part of the Mill Hill Education Group

A charitable collection of independent schools. Its aims of instilling values and inspiring minds has been a key focus since the founding of Mill Hill School in 1807. All schools share an educational philosophy around developing thoughtful and responsible pupils with a global outlook. School life combines academic rigour with a breadth of opportunities to develop young people able to flourish in an ever-changing world.



JOB DESCRIPTION

The post holder will, under the guidance of the Director of Learning Support, Upper School and Lower School SENCOs and teaching staff help to implement agreed learning programmes through a system of collaboration and supervision. This may take the form of in-class support, small group sessions (e.g. the Fresh Start programme) or 1-1 programmes of study and support. The role may also involve assisting class teachers with the implementation of their lesson planning, the management and preparation of resources and the effective pastoral care of the children they are supporting.

They will have high standards of themselves as a professional and recognise the contribution they make to the development and learning of children. They will engage in high quality interactions with children that enable learning and uphold the values of the school.

The Learning Support Department

The department comprises the Director of Learning Support (who is also Assistant Head, Staff Wellbeing and Development), the Lower School SENCO, Upper School SENCO and teaching assistants or learning support assistants. It is a collaborative and passionate department that works across all aspects of the School and develops positive working relationships with pupils, staff and parents alike.

Weekly departmental meetings are timetabled and regular slots in the whole school INSET schedule are allocated to the department to help support teachers with strategies and information about the pupils on our Learning Support register.

The key areas of responsibility which attach to this position are set out below, although the list is not exhaustive, and the SEN Teaching Assistant may be expected to assume additional responsibilities as reasonably requested by the Head teacher.

Main responsibilities

- Approach the teaching and learning of children in an efficient and informed manner by adopting relevant strategies that support the work of the teacher to increase the achievement of pupils, including those with special educational needs and disabilities. In particular:

- The use of effective questioning and interactions that will develop thinking skills and support the development of independent thought and actions
- Warm and respectful interactions with children to encourage and motivate them
- Effective techniques to encourage positive and active speaking and listening skills
- Promote, support and facilitate inclusion by encouraging the participation of all pupils in their learning and extracurricular activities
- Use effective behaviour management strategies consistently and calmly, in line with the school's policy and procedures
- Contribute to effective assessment and planning by supporting the monitoring and recording of pupils' progress through observation and identification of next steps in learning
- Provide effective feedback to pupils in relation to progress and achievement
- Communicate effectively and sensitively with pupils to adapt to their needs and support learning
- Act as a role model to pupils in demeanour and approach to tasks
- Set appropriately high expectations for pupils and not put limits on their potential
- Encourage pupils to interact and work cooperatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward self-reliance
- Work with the teacher to maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources
- Liaise sensitively and effectively with parents as agreed with the teacher & US/LS SenCo where necessary or appropriate.
- Support the teacher with routine administration tasks
- Create resources that supplement the learning programme

Knowledge and Understanding Teaching, Learning and Pastoral Care

- Be prepared to acquire any additional appropriate skills, qualifications and/or experience required for the teaching assistant role, with support from the school
- Demonstrate skills in understanding the needs of all pupils and know how to adapt and deliver tasks or instructions to support and meet individual needs
- Share responsibility for ensuring knowledge and understanding is up to date by reflecting on practice, liaising with school leaders and accessing relevant professional development to improve personal effectiveness
- Demonstrate a level of subject and curriculum knowledge relevant to the role and apply this effectively in supporting teachers and pupils
- Understand the role and responsibilities within the classroom and whole school context recognising that these may extend beyond a direct support role

Personal and professional conduct and supporting the School

- Have proper and professional regard for the ethos, policies and practices of our school
- Be aware of and comply with policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting any concerns to the relevant senior person
- Be conscious and take pride in status as a professional person in our environment
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Have regard for the need to safeguard pupils' wellbeing by following the relevant statutory guidance along with school policies and practices

- Uphold values consistent with those required from teachers by respecting individual differences and cultural diversity
- Be committed to improving practice through self-evaluation and awareness
- Contribute to the overall ethos, work and aims of the school
- Participate in training and other learning activities and performance development as required
- Supervise pupils on educational visits, trips and out of school activities as required, following correct policy and procedure
- Be committed to continual school improvement

Working with others/relationships

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them
- Work with class teachers and keep other professionals accurately informed of progress or concerns they may have about the pupils they work with
- Be responsible for sharing knowledge to inform planning and decision-making.
- Work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Communicate knowledge and understanding of pupils to other school staff and education, health and social care professionals so that informed decision-making can take place on suitable intervention and provision
- Attend and participate in regular meetings



PERSON SPECIFICATION

Qualifications and Skills

- An excellent practitioner who relates well to children and understands child development.
- A Level 3 or equivalent Teaching Assistant qualification (Essential)
- Level 5 Teaching Assistant Qualification (Desirable)

Experience and Knowledge

- Experience in teaching pupils in KS2 and/or KS3
- Experience and understanding, or an awareness of a range of special educational needs

Abilities, Skills and Attributes

- High personal and professional standards
- Awareness, understanding and, ideally, experience of issues relating to safeguarding the health, welfare and safety of children
- Excellent collaborative and team work skills
- A flexible, proactive and willing attitude
- An enthusiastic and positive demeanour
- A professional approach to the workplace and relationships with colleagues, parents and pupils
- Excellent organisational skills
- A sense of humour
- Warmth

In addition to a candidates' ability to perform the duties of the post, the interview will also explore issues, relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline



HOW TO APPLY

1

If you would like to apply for this role, please complete an application using the Apply button below.

APPLY

2

Our Guidance Notes for Applicants can also be found on the portal. Please complete the application by **9.00am on Tuesday 12 November 2024.**

Interviews: totake place later that week.

Please note that we are unable to accept applications unless they are made on our own application form. Due to the large number of applications the School receives, please be aware that only shortlisted candidates will be contacted to be invited for an interview.

The group reserves the right to interview candidates ahead of the closing date and applications will be considered as they are received.

The Mill Hill Education Group is committed to safeguarding the welfare of children. As part of our Recruitment Checks, the appointed candidate will be subject to a Social Media and Enhanced DBS Check.

The Group apply for an Enhanced Disclosure from the Disclosure and Barring Service (DBS) for all positions at the schools which amount to regulated activity. The role you are applying for meets the legal definition of regulated activity with children.

If you are successful in your application you will be required to complete a DBS Disclosure Application Form. Employment with the schools is conditional upon the schools being satisfied with the result of the Enhanced DBS Disclosure. Any criminal records information that is disclosed to the schools will be handled in accordance with any guidance and/or code of practice published by the DBS. It is an offence for person barred from working with children to apply for this post.

The Mill Hill Education Group is committed to Equal Opportunities and welcomes applications from all sections of the community.



Belmont, Mill Hill Prep. A part of the Mill Hill Education Group.



Instilling values, inspiring minds
millhill.org.uk/belmont

Belmont

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