

## **JOB DESCRIPTION**

**Post Title:**           **Teaching Assistant**

**Responsible to:**   **SENCo**

**Grade/Scale:**       **Scale 1c3**

**Hours:**               **33 hours/week (term time + 1 week)**  
Monday, Tuesday and Thursday: 8.30am – 3.15pm (45 min lunch)  
Wednesday & Friday: 8.15am – 3.15pm (45 min lunch)  
**(33 hours includes SEN Homework Club until 4.15am once a week  
and 1.5 hours a week for meetings etc as required)**

### **Key Responsibilities**

To work under the direction of, and be accountable to, the Special Needs Co-ordinator (SENCo) within a designated subject area, or with specific pupils, and assist teachers in ensuring that the learning needs of identified SEN pupils are met.

### **Support for Pupils**

- Supervise and support specific EHCP pupils in the whole class situation and through withdrawal from the lesson as agreed with the subject teacher.
- Attend specific functions (e.g. school visits, parent consultation evenings) where assigned SEN pupils are involved.
- Assist other pupils in the classroom as required by the subject teacher.
- Contribute to the Annual Reviews and Individual Education Plans (IEPs) of specific SEN pupils.
- Visit feeder Primary schools to ease the transfer to high school for pupils who have statements, where appropriate.
- Work with an assigned tutor group offering support for identified pupils.
- Supervise lunchtime and break time clubs/detentions for SEN pupils as required (additional payment will be made for lunchtime supervision on days when lunch cannot be taken at a different time).
- Deliver literacy and/or numeracy interventions as required.

### **Support for Teachers**

- Liaise with subject staff in advance of lessons to discuss schemes of work, lesson plans, learning objectives and the type of support to be offered to the pupils.
- Assist the subject teacher with the preparation of appropriate learning materials for specific SEN pupils.
- Assist subject staff in enabling effective learning to take place with SEN pupils.
- Maintain appropriate records of work and pupil progress as required by the SENCo.

### **Support for the Curriculum**

- Check homework has been understood, recorded and completed on time and support pupils once a week in SEN Homework Club.

- Assist with external and internal examinations for those pupils who are entitled to special access arrangements by acting as a reader, scribe or invigilator.
- Develop knowledge and expertise in the subject area.
- Undertake a specific area of responsibility within the subject area, where appropriate.

### **Support for the School**

- Attend team and whole school meetings as required.
- Work flexibly and co-operatively with other members of the Learning Support Team to deliver an effective service for pupils with SEN.
- Contribute to the overall ethos and aims of the school.
- Contribute to SEN department initiatives and extra-curricular activities designed to maximise the progress of SEN pupils.

## **PERSON SPECIFICATION TEACHING ASSISTANT**

### **ESSENTIAL CRITERIA**

1.	Educated to GCSE level (or equivalent) with 5 GCSEs graded A*-C including English and Maths.
2.	Good literacy (both verbal and written).
3.	Ability to complete and maintain pupil progress records.
4.	Ability to apply the school behaviour management policies and strategies in order to contribute to a purposeful learning environment.
5.	Ability to use ICT effectively to support pupils' learning.
6.	Ability to communicate effectively with pupils who have specific emotional, cultural, physical, learning or social needs.
7.	Ability to gain the respect of pupils through a manner of confidence and authority.
8.	Ability to undertake a variety of related duties, including assisting with internal and external examinations.
9.	Ability to work flexibly and co-operatively as part of a team.
10.	Ability to participate in the running of extra-curricular activities for SEN pupils.
11.	Ability to maintain calmness whilst working under pressure.
12.	Presentation of an appropriate professional image in order to adhere to the school's Dress Code for staff.
13.	Understanding of safeguarding responsibilities and the need to work within the school's Safeguarding and Child Protection Policy.
14.	Ability to demonstrate awareness of Health & Safety issues when working with pupils.
15.	Appreciation of the issues of confidentiality when working with individual pupils.
16.	Commitment to equal opportunities.
17.	Willingness to participate in, and show commitment to, own continuing professional development.

### **DESIRABLE CRITERIA**

18.	Experience or interest in English/Humanities or Science.
19.	Experience of delivering lessons to small groups.
20.	Relevant qualification in working with children eg NVQ.
21.	Experience of working in a support capacity in a school.

## **GLENTHORNE HIGH SCHOOL** **LEARNING SUPPORT AREA**



Our aim at Glenthorne High School is 'Achievement for All'. The purpose of Learning Support is to ensure that all pupils with identified special educational needs receive appropriate provision allowing them to make the greatest possible progress; as such Learning Support fulfils an important role within the school. Our policy is to provide maximum access to all areas of the curriculum for SEN pupils and to regularly monitor and evaluate their progress.

The department is managed by the Special Educational Needs Co-ordinator (SENCO) and there are currently twenty Teaching Assistants and Higher-Level Teaching Assistants who support SEN pupils across the age range. Teaching Assistants are assigned to work in designated subject areas to enable them to develop their subject knowledge, thereby ensuring that they are able to offer appropriate support to the targeted SEN pupils. Furthermore, pupils are supported by subject teachers who differentiate work to meet the needs of pupils of all abilities. A supervised homework club takes place four days a week after school. Many of our pupils with SEN benefit from this extra support.

Glenthorne High School aims to meet the needs of a range of pupils with special needs. We have an ASD Base for 20 pupils with Education Health and Care Plans, whose prime need is Autism. Outside agencies such as the Educational Psychologist, Speech & Language Therapists and Sensory Impairment Services are employed to meet more specific and complex needs.

To enable the school to meet more specific literacy needs, targeted pupils in Years 7 to 10 follow structured literacy programmes. Small groups of identified pupils in Year 7, 8, 9 and 10 receive extra lessons in literacy and numeracy in place of a modern foreign language. Some pupils follow alternative accreditation programmes in KS4. In addition, some KS4 pupils are targeted for Learning Support lessons to enable them to meet the demands of the curriculum. These groups provide specific literacy support for SEN pupils, providing them with reading and spelling strategies that develop their skills across the curriculum.

Learning Support is active at primary to secondary transfer where liaison is sought between the feeder school and parents during Year 6. The SENCO works closely with Heads of Year to ensure a consistent and proactive approach.

There are approximately 120 pupils on the SEN Register, of whom 33 pupils have Education Health Care Plans. Successful systems within the school are used to monitor and evaluate their progress. In addition to whole school target setting days, pupils with SEN have their progress and EHCP/ SEN support plan targets evaluated at academic review, parents' evenings and Annual Review meetings. Our Administrative Assistant works in the department to help manage these systems effectively.



## INFORMATION FOR APPLICANTS

Glenthorne High School is a successful, over-subscribed, mixed comprehensive school for pupils between the ages of 11 and 19 situated in the London Borough of Sutton and judged outstanding by Ofsted. In July 2017 we became part of the Willow Learning Trust.

We believe in Achievement for All. We have a reputation for excellence and are well known for high standards of achievement and behaviour. Significant investment in facilities over the last few years has seen the building of the Jubilee Wing incorporating specialist classrooms, a Sixth Form Centre and an ASD Base for pupils with mild ASD, as well as a new Performing Arts Centre and new Dining Hall. A new building project, the Hub, was completed in May 2016. This has provided a new Reception area and Library as well as additional classroom space. Our latest building project was completed in August 2017 and has provided an extension to our Dining Hall.

We were inspected by OFSTED in May 2012 and were judged outstanding in all five categories. Inspectors recognised and celebrated the school's achievements, praising the school's "relentless drive for realising the highest academic standards for each student" and teachers' high expectations. Achievement was judged to be outstanding with "students making exceptionally rapid and sustained progress". Teaching was judged to be outstanding and inspectors highlighted the "wonderful opportunities" offered by the school both in and out of the classroom. Behaviour was judged to be outstanding and the report identified pupils' exceptional courtesy and respect. Leadership was also judged to be outstanding and inspectors praised the school's "very inclusive environment, where success is conspicuous and valued by students, parents, carers and staff alike".

The school was designated as a Training School in September 2004 in recognition of our expertise in supporting and training staff throughout their careers. We are now accredited as a SCITT and train School Direct candidates through our Teaching School Alliance. The SCITT comprises 15 high-performing local, yet diverse, high schools, all of which have made rapid progress over recent years, have high expectations of students and view training and development of staff as the key to future success.

We have been a Specialist Arts College since September 2002. We are a centre of excellence in the Performing Arts and hold the Artsmark Gold Award. We have also been recognised as an Investor in People since 2005 and currently hold Investors in People Gold status. Professional Development is encouraged at all levels of the school and is supported by Performance Management. We value professional development and there are opportunities to develop subject, pastoral and management skills. We have a strong focus on CPD and run a comprehensive CPD programme for all staff at the school.

Our priorities are to continue to improve teaching and learning and raise standards of attainment. Standards achieved by our pupils in public examinations are high; GCSE results stand at 83% C+/4+ or above and A Level results at 100% with 73% A\*-C grades.

The curriculum at Glenthorne is organised in Subject Areas, each with its own Subject Leader. In Year 7 pupils are set in core subjects and languages with mixed-ability groups for other subjects. A wide range of GCSE and A Level courses are taught together with BTEC and other vocational courses, some of which are delivered in conjunction with local partnership schools and FE colleges. Pupils in Year 11 also go on one week's work experience. In the Sixth Form we offer academies in Football, Drama, Dance and Music. Most subjects are taught in their own suites of well-equipped classrooms.

Extra-curricular activities are a further strength of the school. Subject Areas encourage a wide range of extra-curricular activities - visits to galleries and theatres, clubs in Science and Technology, field trips, museum visits and so on. Recent school productions have included "Les Miserables", "Starlight Express", "Annie", "Bugsy Malone" and most recently "Billy Elliot". All involved over 100 pupils and proved to be huge successes.

Sport is a key area of achievement and the school runs a Football Academy for Sixth Form students. Students receive three hours training from professional coaches a week and play matches on Wednesdays. The remaining time is taken up with studying a range of A level and Level 3 BTEC courses. We hold the Sportsmark Award and run many teams and clubs in a variety of different sports. There is also an excellent Challenge Week for all KS3 students in July each year designed to promote teamwork, problem solving, creative thinking and resilience.

Pupils at the school are organised in mixed-ability tutor groups with nine in each year group. Most form tutors and Heads of Year move up the school with the year group. Together they play an important role in the monitoring of pupil progress as well as in supporting individual pupils. We introduced a House System in September 2015 with all pupils (and staff!) being allocated to one of four Houses: Rollason, Rutherford, Turing and Morris. This has provided opportunities for pupils in all year groups to work together in friendly competition.

The SEN Department at the school is fully committed to supporting the needs of pupils who experience learning, behavioural or emotional difficulties. We offer a wide provision of intervention and support encompassing literacy, numeracy, speech and language, social skills, anger management and individual mentoring.

All staff are required to conform to the school's No Smoking policy. Employees are not permitted to smoke on the school premises.

There is a staff dress code. Staff are expected to dress in such a way as to project a professional image to pupils, parents and visitors to the school: suit, smart jacket, tailored trousers or skirt, smart dress and jacket, shirt or top which covers the shoulders and midriff, tie (male staff). Denim clothes, leggings and cropped trousers are not acceptable. Jewellery should be sensible and appropriate for working in a school, taking into account a professional image and health & safety issues. Tattoos and piercings (apart from those for one earring in each ear) should not be visible. It is recognised that some staff may wish to wear clothes or insignia appropriate to their own cultural, ethnic or religious background. It is important that this is shared with the Headteacher before you commence your employment.

For those members of staff who use childcare facilities, we operate a Childcare Voucher scheme which assists employees meet the costs of their childcare.

Applicants should be aware that Glenthorne High School is committed to promoting and safeguarding the welfare of children. As such, all posts are subject to an enhanced DBS disclosure.

For further information about the school, please visit our website at [www.glenthorne.sutton.sch.uk](http://www.glenthorne.sutton.sch.uk)

## **GLENTHORNE HIGH SCHOOL GUIDANCE TO APPLICANTS**

Please read these carefully before making your application.

### **The Application Form**

Please complete in **black** pen or type. Additional sheets may be used.

The application form will play a key part in whether you are called for an interview, so it is important that you take your time and complete it as fully and accurately as possible.

When selecting candidates for interview we have to base our decisions on the information you give us. The Person Specification is enclosed with this application form. This is a list of the skills, knowledge, qualifications, experience, aptitudes and abilities that are required to perform the job. When we read your application form we will be looking for evidence of examples which demonstrate how you meet the criteria in the person specification. You must include sufficient evidence and examples to show that you meet the requirements.

### **Personal Details**

For monitoring purposes we would ask that you provide the information requested on the Equal Opportunities Monitoring Form at the back of the application form. This form is removed before shortlisting and will be destroyed after monitoring.

### **Career History**

This is the record of your work history. It may include periods of unpaid or voluntary work as well as paid employment. **Please ensure you account for all gaps in your career history with a clear explanation ie. Time to carer for a parent etc.**

If the title of the position does not make it clear what work you did eg twilight crew, canvasser, please briefly describe the main duties.

You may continue on another sheet if you need extra space.

### **Education, Qualifications, Training**

The Person Specification may ask for specific qualifications or training. You should list the relevant qualifications or courses undertaken. Where you have additional qualifications or training, mention these if they relate to your knowledge or skills. Proof of qualifications will be required at interview.

### **Statement of Suitability**

This section is your opportunity to show us that you meet the Person Specification. Take each criterion of the Person Specification and tell us the details of your knowledge and experiences. Give specific examples of things you have done which demonstrate your ability. For example, if the Person Specification says *"Able to organise self and others to complete projects within deadlines"*, you must do more than say *"I am a very organised person and can work to deadlines"*. You should give an example by describing something that you have done which proves that you can do that eg *"I organised a fundraising event for the local playgroup within six months and with a group of five helpers"*.



When reading your application we cannot assume that because you have experience you also have the ability to carry out a task and vice versa. You may have experience of managing staff, but we need to know how you motivated your staff. We don't expect you to have formal experience, but if you can show that you have the ability to do the component tasks, that will be equally acceptable eg to organise a meeting you need to be able to: liaise with others, book accommodation, organise refreshments, and compile agendas.

You will not be judged on your writing ability or your handwriting. You will probably want to write more than the space allows so continue on another sheet. However, we do expect all candidates to have a good standard of literacy.

You may already have prepared a CV and want to send that instead of answering the Statement of Suitability. You may send it, but you must also complete the Statement of Suitability. CVs often list the jobs you have had and their responsibilities, but they often do not properly describe your skills and abilities. It is unlikely that we will be able to find enough evidence in a CV alone.

You may use examples and evidence from outside paid employment. You may use examples from voluntary work or your hobbies or interests.

### **Referees**

If you are offered the job, the offer will be made subject to receipt of satisfactory references, pre-employment medical clearance, an enhanced DBS disclosure and, for teaching staff, a check on your teaching qualification status. If your referees do not confirm what you have told us we may want to discuss this with you. We will ask you to complete an online Medical Questionnaire which will be sent to our Occupational Health Department. It is their job to make sure that you are fit to do the job we have offered you. In some instances, you may be asked to go for a medical examination. You will also be asked to supply evidence of any qualifications that are required. All employees are required to have DBS clearance. Unless you have a clearance issued within three months of being appointed, and have had no break in employment, we will require a new check to be carried out.

### **Relationships**

We do not have a policy of excluding people who are related to school staff or Governors, but if you are related to someone we will make sure that they are not involved in the selection process for this post. If we find out after you have been appointed that you are related to someone who interviewed you, we may dismiss you. 'Related' includes co-habiting with someone.

### **Interviews**

Glenthorne has a policy of using a wide range of selection methods to assess whether people meet the criteria. All teaching staff will be asked to take a lesson but you may also be asked to take an ability test, do a presentation or other work related exercise. You will be advised of any method being used for the post when called for interview. At the interview, you will be asked questions related to your Personal Statement as well as issues relating to safeguarding and promoting the welfare of children. Any issues of concern arising from a reference will also be explored during the interview process.

### **Complaints**

The school is keen to ensure equality of opportunity in its recruitment and selection process. If you think that you have been discriminated against during the selection process on the grounds of your race, age, gender, marital status, caring responsibilities, gender re-assignment, sexual orientation, social class, religion, belief or disability you may make a complaint and we will investigate. If you feel you have been unfairly treated you must contact the Headteacher, in writing, within 3 working days of being rejected after an interview. You should explain the reason for your complaint to the Headteacher, or his/her representative. The Headteacher, or his/her representative, may want to talk to you before confirming the outcome of the investigation.