



The Royal School

Wolverhampton

Senior Teaching Assistant

Candidate Information Pack – Start date October 2022 or sooner



“The Royal School, Wolverhampton is an all-through, 4-19, co-educational, non-denominational day and boarding school, providing outstanding non-selective education for all its pupils, within a strong and supportive community ethos.”

Senior School Teaching Assistant

The Royal School is looking for a proactive teaching assistant to compliment the work of the SEND team and provide support for pupils with special educational needs, in particular those with an Education Health and Care Plan.

Much of support required is academic as well as pastoral and aimed at ensuring that pupils can access the learning environment, thrive and achieve their personal best.





Dear Candidate,

Thank you for your interest in the post here at The Royal School, Wolverhampton (RSW). To help you decide on whether this is the school for you it is important for you to understand where we have come from and where we are going to. Building on its unique heritage, record of academic excellence, outstanding educational environment, and with the full support and endorsement of our Patron, the HRH The Earl of Wessex, the Governors are committed to supporting wider access for pupils of all abilities and backgrounds to The Royal's rich and diverse educational offer. The Royal School, Wolverhampton offers a unique proposition to families in Wolverhampton and its surrounding area of an 'all-through', 4-19, co-educational, nondenominational day and boarding school, with the capacity over time to provide for 1454 pupils, through a carefully managed programme of growth.

Whilst remaining fully non-selective and dedicated to supporting pupils in need, this change process has enabled RSW to combine its traditional values and academic offer with a global perspective, to the benefit of pupils, and to create a dynamic outward looking, culturally diverse, yet inclusive school community, within which pupils acquire the rich subject knowledge, life skills, understanding and aspiration to succeed locally, nationally, and internationally.

Mr Mark Heywood Principal

At the heart of our vision for the future of "The Royal School, Wolverhampton" (RSW) is our belief and track record of success in educating the 'whole person' alongside our commitment to ensuring that all pupils are able to access the range of academic disciplines and facilitating subjects (with a particular emphasis on STEM), which are critical to keeping access open to Russell group universities. They will also acquire high level literacy, numeracy, and oracy skills, with the longer-term intention that higher level maths' qualifications across the range of disciplines Post 16, will become regarded as a 'life skill', applicable to all.





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Excellence for all: inspiring individuals to achieve their personal best and to compete and contribute as local and global citizens.

Whether pupils join RSW at Reception, Y7, Y9, the Sixth Form or at any other point of entry, they will achieve success through the ethos and opportunities provided by an 'all-through' approach, by our vertical House system (whereby older pupils act as mentors and model success) - aligned with exceptional age-related pastoral care; through the opportunities afforded by our extended day and Enrichment Programme which lasts until 4:45pm Monday to Friday; all of which strategies have been evidenced through a range of recent national studies as having maximum impact on the motivation, self-esteem and attainment of those pupils at greatest disadvantage. Our senior mandatory and balanced co-curricular programme, which includes CCF for all, access to excellence through the Elite Swimming Academy (which also supports the largest UK, community based Learn to Swim programme with over a thousand pupils from the surrounding area enrolled on a weekly basis) sport, performing arts, cultural, aesthetic and intellectual development, will enable all pupils to engage with an aspirational culture, to become confident, resilient, caring and enterprising, and to operate as leaders, mentors and members of a team in its widest sense. The Boarding dimension and opportunities this affords to enrich the community will also support our fundamental ethos of 'wrap around care' through an approach to 'day boarding' which builds on the extended day, offering additional enrichment, including targeted support and intervention and supervised study sessions, as well as opportunities to socially interact with other boarding pupils and to take part in a boarding community evening meal. For those children who attract the Pupil Premium, Children who are looked after (CLA), and any child experiencing a temporary difficulty in home circumstances, this will be a key characteristic of RSW's on-going flexibility and has been recognised nationally as a significant factor in supporting those at most disadvantage to succeed.

RSW will build on its predecessor's long history of working constructively with the Local Authority in Wolverhampton, and more widely with Sandwell and Dudley, particularly in supporting CLA through its Boarding provision, and pupils with a Statement of Need/ SEND. RSW will continue to develop its role in broadening local choice and diversity, raising aspirations and outcomes (including stimulating greater access to Russell Group higher education), and addressing the urgent demand for more local pupil places, both at primary and secondary, as well as providing a supportive community for vulnerable pupils, as above, including as recently requested, unaccompanied refugee children who would benefit from the boarding environment. RSW has a long tradition of fostering outstanding individuals by empowering them to grow, successfully challenge stereotypical assumptions (as evidenced over time in the high levels of attainment of girls in maths and science Post 16) and exceed their expectations within a nurturing and inclusive, culturally diverse community. RSW will build on these values and this success in developing the potential of pupils from all abilities and backgrounds through a holistic programme of academic challenge, personal and leadership development and wider curricular and 'boarding community' life, within a culture of mutual respect and consistently outstanding expectations of attendance and behaviour. We welcome your application to be part of our community and would love you to visit and see the school in action or call us to talk things through.

Mr Mark Heywood
Principal



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Wolverhampton

Ethos

Traditional values and behaviour, married with a forward looking, dynamic and global outlook

Excellence in the arts, on the sporting field, in STEM and across academic breadth

An outstanding co-curriculum and enrichment programme, provided through our extended day, which nurtures and develops young people across a range of talents, promotes skills for life and underpins academic success

An inclusive approach to building pupil motivation, aspiration, and self-esteem, through our “all-age structure”, vertical House families, and outstanding pastoral and wrap around care, which means that pupils entering RSW at whatever age and stage can be well supported in their learning, and achieve challenging individual targets

The development of self, personal responsibility, and accountability within a vibrant and supportive extended community through our weekly and term time boarding houses, our links with The Royal’s existing alumni and our outstanding programme of engagement with the wider local community

Staff, children and parents who are committed to learning as the passport to success

A unique physical location and setting in which to grow and develop, established within the heart of the city “

“Intelligence plus character that is the goal of true education” –

Martin Luther King

Job description – Senior Teaching Assistant	
Salary	Dependent upon experience and qualifications. Term time only plus INSET days.
Purpose	<ul style="list-style-type: none"> • To provide the highest quality of education, care and preparation for life for all students in the school. • To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example. • To model the school’s vision and values through implementation of agreed policy, practices and procedures. • To work closely with teaching staff to promote effective working to improve learning and teaching and raise achievement for all students. • To motivate staff and pupils. • To maintain The Royal School’s high academic and wellbeing expectations.
Accountable to	SENCO
Accountable for	Supervision of pupils.
Main core duties:	
Main Responsibilities	<ul style="list-style-type: none"> • Support children at both ends of the academic spectrum both individually and in micro groups. • Supply classroom support in lessons as required by class teachers. • Liaise with SENCO provide SEN support as required. • Keep and update all records of pupils, including folders of work, lesson records. • Liaise with SENCO, parents and form tutors and attend consultations as required. • Maintain a working knowledge of relevant research and changes in National Curriculum. • Promoting and safeguarding the welfare of children and young people for whom you are responsible and with whom you come into contact in school. • To be a pastoral focus for all children and to develop and run initiatives for pastoral and academic well-being including anti-bullying and good behaviour strategies. • To liaise with outside agencies where necessary, pertaining to the well-being and academic progress of the pupils. • To attend individual and whole school INSET as required. • Undertake such duties as required by the school to maintain the cohesive nature of the institution; including break, lunch and after school duties. • To lead activities and learning opportunities for children receiving before and after school care. • To support the school in all areas, including Prize Days and Open Days, Concerts and School Trips.

Person Specification

SPECIFICATION	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Education/ Training	A suitable qualification in childcare.	<ul style="list-style-type: none"> • First aid training • Safeguarding training 	Production of the Applicant's certificates
Experience	<ul style="list-style-type: none"> • Experience with working with KS4 age group • Placement in similar settings. • Experience of children with SEND needs, learning disorders and other challenges to learning. 	Experience of working with children from at least two different settings.	Contents of the Application Form Interview Professional references
Knowledge	A detailed knowledge of the KS4 curriculum A knowledge and understanding of obstacles to learning and the strategies involved in overcoming these.		Contents of the Application Form Interview Professional references
Skills/ Attributes	<ul style="list-style-type: none"> • The ability to work with young children • The ability to administer and update pupils' records. • The communication skills needed to work cooperatively with SENCO and Head of Primary School. • Ability to act on initiative to provide Provision map support and targets. • Ability to liaise with and inspire confidence in colleagues and parents. 	<ul style="list-style-type: none"> • Creativity • Enthusiasm • Patience • Commitment • Ambition • Team work 	Contents of the Application Form Interview Professional references
Personal Qualities	<ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience in working with challenging behaviours • Positive attitude to use of authority and maintaining discipline • A professional approach to work, working relationships, conduct and dress. • Flexibility, e.g. working across key stages and subject areas 	Versatility A warm and kind disposition and the ability to work well with others.	Contents of the Application Form Interview Professional references