



FRENHAM HEIGHTS

CANDIDATE INFORMATION
Junior School Teaching Assistant – KS2
SEPTEMBER 2025



WELCOME FROM THE HEAD

I am honoured and humbled to be leading the Frensham Heights community as it enters its second century. I am part of this community both as Head and as a parent and my family is incredibly excited to be a part of this wonderful and unique school.

As a parent, I want my children to grow up being open minded and willing to embrace new experiences; I want them to be free to explore their own paths and experience the beauty and joy which exist in our world (without being naive to its many flaws). Most importantly, I want them to learn within a community of individuals who understand the importance of kindness, compassion and optimism.

As a teacher, I believe that a traditional, linear, education system does not adequately prepare children for the world they will inherit. This world is a rapidly changing, uncertain and, sometimes, scary place. If an education only equips children with an armoury of facts and knowledge and the ability to pass exams, but it doesn't furnish them with the ability to think creatively, critically and empathetically, then we have failed them. A Frensham education is one which ensures our children are well qualified and well educated and, most importantly, free to be kids in a world where we all grow up too quickly.

I look forward to meeting you in the near future.

Ben McCarey



ABOUT FRENESHAM HEIGHTS



Frensham Heights was founded in 1925 by educationalists Beatrice Ensor and Isabel King with the aid of a generous benefactor, Edith Douglas-Hamilton. They were passionate about offering an alternative style of education with the child at its heart. A school and a community based on mutual respect, tolerance and generosity of spirit which would educate the whole child – mind, body and spirit.



And so it has been ever since.

There is an energy about Frensham which is hard to describe. It's a feeling of happiness and lightness, a sense of freedom. It comes from all the children being comfortable in their own skins, their own clothes. As from our founding days, everyone at Frensham is on a level playing field, with no prefects or head boys and girls. Students can be who they are, and as a member of staff at Frensham, so can you. When you come here, you can just relax and be yourself.

The teachers don't hide behind titles or formal clothes, and the children's individuality isn't hidden behind uniforms or false respect. Egos are left at the door. The Head, the littlest nursery child, the newest teacher, the shyest sixth former, the full-time TAs, the support staff. Everyone is an equal, important, valued part of the community. Contrary to what many believe, Progressive Education is not without boundaries. Respect underlies everything we do at Frensham; but it is respect that is earned, rather than demanded or assumed.



We give children more freedom than at other schools, but with freedom comes responsibility and we have high expectations of everyone in our community. It all comes from our foundation of exceptional pastoral care which thrives on the genuine relationships which develop between all members of the community - looking out for one another.

There is a misconception that a school without uniforms and with children walking together rather than in lines is a school without discipline. It is true that we don't give detentions, and the sanctions we do give out are not done on a whim. We acknowledge that our students make mistakes, because they're people and everyone makes mistakes, but we believe that this is how we grow. At Frensham, discipline is based on conversations. It's not an easy, laissez-faire option. These are difficult two-way conversations about putting your hands up, owning and accepting your choices, rectifying, moving on and becoming the best version of yourself.



OUR VALUES

Our values are at the heart of everything at Frensham, from our lessons and discipline structure to our enrichment programme and culture. We expect everyone in our community to actively live these values.

ORIGINALITY OF THOUGHT

FRENHAM EMBRACES CREATIVITY

We encourage everyone to foster their boldness and innovation, seeking opportunities locally and globally to discover and bring fresh thinking to our community.

SPIRIT OF TOGETHERNESS

FRENHAM NURTURES COMMUNITY SPIRIT

Relationships are the foundation of our school and our success, built on genuine mutual respect, compassion and kindness. We embrace freedom with a firm understanding of our responsibility towards our community.



RESPECT OF INDIVIDUALITY

FRENHAM CELEBRATES AUTHENTICITY

This is a place where you can be the 'true you'; we pride ourselves on that. We support all to have the confidence to stand for something and be the person you truly want to be.

COURAGE TO TRY

FRENHAM FUELS PERSONAL DEDICATION

We aspire to be the very best we can be, fully committing to our learning, proactively seeking improvement, and working collaboratively for the benefit of the whole community.



EQUALITY, DIVERSITY & INCLUSION



Frensham is committed to fostering an inclusive culture and community that promotes our core values: we believe that diversity makes our community richer and more vibrant and, as such, we aim to embrace and celebrate our differences. Fundamental to our school is our belief that every individual, regardless of their background, beliefs, or abilities, deserves the chance to thrive and reach their full potential. We are committed to a journey of improvement, even when this is challenging, and recognise that we need to examine our institution as a whole to achieve our goals. This is an ongoing journey, and we are committed to continuous improvement.

We oppose all forms of unlawful and unfair discrimination, harassment or victimisation. We are striving to attain a workforce that is representative of society to ensure we secure the widest pool of talent available. Applicants whose backgrounds are under-represented in the sector are encouraged. It is our aim to ensure that no job applicant or employee receives less favourable treatment (either directly or indirectly) in recruitment or employment on grounds of age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race, religion or belief, sex or sexual orientation (the protected characteristics).

SAFEGUARDING:

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.



WORKING AT FRENSHAM

At Frensham, we leave as we come – as individuals – but in our time here, we become more. We become stronger. Kinder. As the school approaches its centenary, it is clear that Frensham is bigger than any one of us, from our founders to our newest family; it is all of us. We are Frensham.



We believe passionately that our school thrives because of our members. When you become part of the Frensham family you are given the same freedom, trust and support as every member of our community. We have high standards for students and staff alike – and we support you in reaching and exceeding these. But we also give you the space and the freedom to take educational risks, to try new things, to take your students beyond the classroom to experience real-world applications and grow a love of learning.

As a member of staff at Frensham, you have the freedom to be you.

Below are some key practical benefits of working at Frensham:

- Competitive pay scales
- Free lunch in term time (Mon-Fri)
- Free on-site parking
- Access to the on-site fitness suites
- Access to an Employee Assistance Programme
- Afternoon sweet treats, plus tea and coffee throughout the day
- Generous pension scheme, provided through Royal London
- School fee remission for staff children
- Staff wellbeing initiatives + access to the swimming pool (conditions apply)
- Continuing professional development as part of our staff development programme
- Access to over 100 acres of beautiful land within the Surrey Hills



JOB TITLE JS Teaching and Learning Assistant

REPORTS TO Head of Junior School Learning Support

JOB PURPOSE

We are seeking to appoint a reliable, dynamic and fun person to support and work within our Junior School classes. The role will be predominantly based in a KS2 learning space and your main role will be to support an allocated class and class teacher with daily learning. While you will be based within a year group we may also ask for some flexibility in completing targeted support groups with additional children or smaller groups.

JOB SCOPE

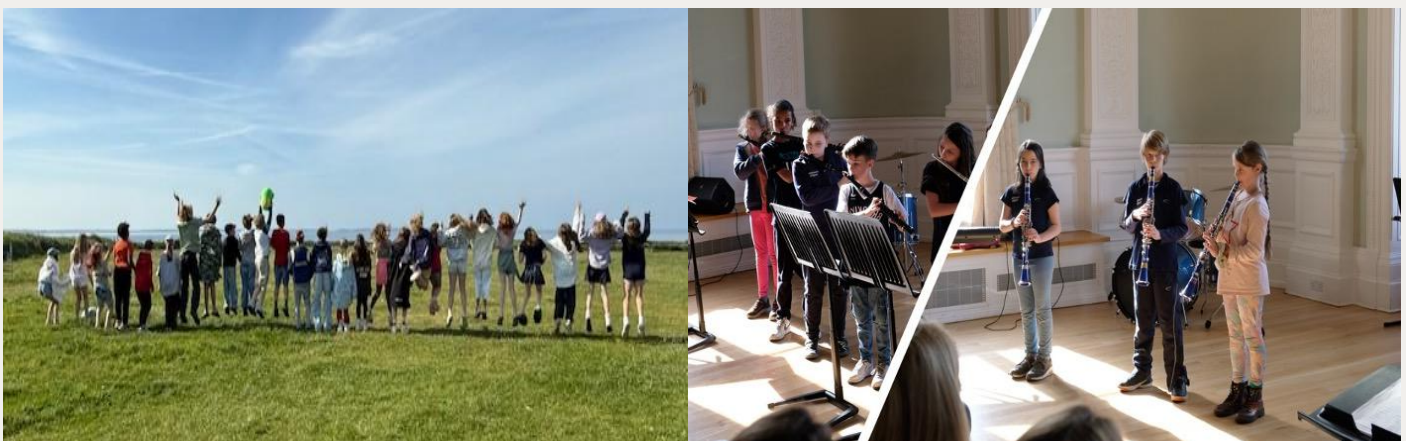
You will be based within the Junior School at Frensham and the post is for 37.5 hours per week – term time only. The post is accountable to the Head of Support for Learning (Junior School).

The daily hours will be 8am until 3.30pm which will include 2 x 30 minute breaks across the day.

There may also be the additional opportunity of up-to 10 hours to co-run / support our late stay provision in our Nursery to Year 3 or Years 4-6 as part of the school which runs every day from 3.30pm – 5.30pm.

We can provide you with a beautiful working environment, a great Junior School Team to be a part of and also being part of an all through school with free lunch, free parking and a competitive term time only salary.

This is a permanent role, ideally commencing in September 2025, and will be Full-Time or a FT Job share.



ABOUT THE JUNIOR SCHOOL

As a progressive school, we hear a lot of funny things being said about the way we tick. No structure. No discipline. No rules. These are the main misunderstandings. We may be different than a lot of very traditional independent schools, but we have classes and timetables and very solid expectations of everyone here. We don't have uniforms, prefects, head boys and girls or Saturday school, but we do have a diverse curriculum, a lot of outdoor learning time and a very nurturing, kind and caring community.

We are passionate about keeping that childhood sense of wonder alive. Young children are fascinating. Their ideas are inspiring. Full of an optimism, creativity and open-mindedness that rivals a super power. Their huge imaginations and confident creativity are the basis for an amazing life, an amazing world. These things should be nurtured, encouraged and strengthened, but it's only when you acknowledge that each child shows these things differently - some when they're older, some younger - some visually, some physically, some verbally - only then can you support each child on their own educational adventure.

By championing individuality and building a firm basis of mutual respect, our Junior School teachers and children learn together, discuss together and grow together.

OBJECTIVES

- **Support high-quality teaching and learning** in KS2 classrooms by working closely with class teachers to deliver engaging, inclusive lessons that reflect the school's creative ethos.
- **Encourage and inspire pupils** to explore learning with curiosity and confidence, in line with our values of *being brave* and *being yourself*.
- **Promote kindness and respect** in all interactions, modelling positive behaviour and helping to create a warm, supportive classroom environment.
- **Provide individual and small group support** for pupils, adapting approaches to meet diverse needs and encouraging all children to flourish as unique learners.
- **Collaborate creatively with teachers and staff** to enhance the learning environment, bringing fresh ideas and enthusiasm to classroom activities and displays.
- **Foster a safe and inclusive atmosphere** where all children feel empowered to express themselves, aligned with the value of *being yourself*.
- **Assist with planning, preparation, and delivery** of lessons, using imaginative approaches that promote active participation and critical thinking.



- **Children to be brave** in their learning – to take risks, embrace challenges and learn from mistakes with a growth mindset.
- **Champion and uphold Frensham Heights' values** in daily routines, supporting the holistic development of each pupil.
- **Contribute to the emotional wellbeing of students**, offering encouragement, a listening ear, and gentle guidance when needed.
- **Be proactive in supporting extra-curricular and enrichment activities**, bringing creativity and enthusiasm to clubs, trips, or our project-based curriculum.
- **Provide constructive feedback** to pupils and support assessment processes under the guidance of teaching staff and the Head of Learning support.
- **Work collaboratively within a team** of dedicated professionals, demonstrating openness, flexibility and a positive attitude.
- **Communicate effectively with parents, carers and staff**, helping to build strong, trusting relationships within the school community.
- **Demonstrate a willingness to grow professionally**, reflect on practice, and embrace new challenges in line with the school's commitment to innovation and continuous improvement



PERSON SPECIFICATION:

ESSENTIAL=E
DESIRABLE = D

KNOWLEDGE

- A good understanding of the **Key Stage 2 curriculum** and age-appropriate learning strategies. **E**
- Awareness of **child development**, including emotional and social wellbeing. **D**
- Understanding of **inclusive education** and supporting children with diverse needs, including SEND and EAL. **D**
- Familiarity with **safeguarding principles and child protection procedures**, adhering to statutory and school policies. **E**
- Knowledge of the importance of **creativity, kindness, and individuality** in the learning environment, reflecting Frensham Heights' progressive ethos **E**

EXPERIENCE

- Prior experience working with **primary-aged children**, ideally within a KS2 classroom or similar educational setting. **D**
- Experience in **supporting pupils individually and in small groups**, fostering both academic and personal development. **E**
- Exposure to **creative and child-centred approaches** to teaching and learning (e.g., project-based learning, outdoor learning, or expressive arts). **D**
- Evidence of having **built positive relationships** with pupils, staff, and families in a collaborative setting. **E**
- Participation in or support of **enrichment activities** (e.g., clubs, trips, special events), reflecting initiative and engagement with the wider school life **D**



SKILLS

- Ability to be **flexible, positive and confident** within the role. You will be further supported by the Head of Support for Learning (Junior), wider school staff and the Head of the Junior School. **E**
- Strong **communication and interpersonal skills**, with the ability to relate to children and adults with warmth, respect and professionalism. **E**
- Ability to **encourage, motivate and inspire** children with a kind and supportive approach. **E**
- Demonstrated capacity to **be brave**—to adapt flexibly, try new strategies, and respond calmly to unexpected challenges. **D**
- Effective **organisation and time-management skills**, including the ability to prioritise and multi-task in a busy school environment. **E**
- Collaborative, team-oriented attitude with the confidence to **be yourself** and contribute authentically to the school community. **E**
- Basic **IT skills**, with the ability to support the use of technology in the classroom. **E**

QUALIFICATIONS

TA Level 3 Qualification

E



APPLICATION PROCESS

Application forms should be submitted, along with a covering letter of application outlining suitability for the post, to the Nick O-T, the Head of the Junior School via the Heads PA (head@frensham.org)

Early applications are warmly encouraged, and candidates may be invited for interview before the closing date.

Frensham Heights is committed to safeguarding and promoting the welfare of children and young people. Applicants must undergo child protection screening, including checks with past employers and the Disclosure and Barring Service.

Closing date for applications is **9am on Monday 28th July 2025**. Interviews will be held in the week commencing **Monday 4th August**.



FRENSHAM HEIGHTS SCHOOL

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