**THE MEAD SCHOOL**

**Classroom Assistant / GAP student**

**Candidate Pack**

****

**THE MEAD SCHOOL**

**School Ethos: The Mindset of a Meadite: Compassion, Ambition & Curiostiy***. (See attached).*

The Mead School is a co-educational prep school for around 240 pupils, situated in the heart of Tunbridge Wells, approximately 400 metres from the historic Pantiles.  
  
The school is a true community; sited in a large Victorian villa which has undergone vast physical changes and additions to accommodate the numbers and the requirements needed to provide a first class education for the twenty first century. It is run as a large family living under one roof. A child who is happy and secure in school is one who is going to learn, thrive and aspire. School must be an exciting, fulfilling and safe place where every day, whether you are aged three or eleven, is a new adventure and positively anticipated.  
  
The school enjoys a reputation of high academic standards within a caring, happy environment. Children are prepared for the highly selective Tunbridge Wells and Tonbridge Grammar Schools as well as a wide range of Independent and maintained secondary schools. Care and consideration is given to ensure each child enters the secondary school best suited to their needs.  
  
The Mead strongly believes that every child should feel success, realise potential and become life-long learners. To this end the development of the ‘whole child’ is at the heart of all it does. For a child to achieve their academic potential they must be given the opportunity to explore and develop physically, culturally, morally, socially and spiritually. A wide range of extra-curricular activities and educational visits are offered to suit and attract each individual and thus provide the self-confidence and motivation to enable pupils to explore and develop their personal strengths and interests. Each child is taught to have courtesy and consideration for others, whilst individual goals and talents are encouraged, stimulated and nurtured to develop the whole personality.

**WISHFORD SCHOOLS**

In May 2016, The Mead School joined the Wishford Schools group. Founded in 2011, the group currently comprises nine independent schools in Wiltshire, Gloucestershire, Berkshire and Kent. The group aims to provide an excellent education to all pupils, giving every child the opportunity to shine. Standards and expectations are high and staff and pupils are challenged and supported to give their best.

Schools work closely with the group’s senior leaders to define the school’s strategy and then enjoy the autonomy to run their schools, while benefiting from the support that membership of the group brings. In addition to strategic input and the sharing of best practice, the group provides expertise in property, legal, HR, finance, compliance and marketing matters leaving heads with time to focus on the children within their care.

For more information on the Wishford Schools group, please visit: [www.wishford.co.uk](http://www.wishford.co.uk)

**THE OPPORTUNITY**

We are looking for an inspiring, engaging and talented classroom assistant who has the relevant skills to support the teacher in a KS1 or 2 class. The successful candidate will be passionate about teaching, dedicated to providing exceptional learning experiences within the classroom, and keen to contribute to wider aspects of school life.

Full job descriptions and person specification can be found in this pack.

**REMUNERATION**

Consummate with the role.

**APPLICATION PROCESS & IMPORTANT DATES**

Applicants should complete the school’s application form and submit by email to Rebecca Hall, Business Manager [manager@themeadschool.co.uk](mailto:manager@themeadschool.co.uk). The application form may be accompanied by a covering letter of no more than one page.

The closing date for applications is 12 noon on Monday October 21st 2019.

Interviews will be held on week commencing 11th November 2019.

This role will commence January 2020.

**CONTACT DETAILS**

If you have any queries or would like further information, please do not hesitate to contact Mrs Rebecca Hall, [manager@themeadschool.co.uk](mailto:manager@themeadschool.co.uk), 01892 525 837.

The Mead School are committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, reference and medical checks and the Disclosure and Barring Service.

**Job Description – CRA**

**Overview**

This is an exciting opportunity to support in the teaching of a class in our thriving prep school and to be a support in being responsible for the care and education of the children in their class group and to ensure their academic progression as well as their wellbeing and happiness.

**The Mead School**

**Job Description: Classroom Assistants (CRA)**

**In Summary**

* The role of a CRA is to support and enable the Teacher to implement the Curriculum
* Under the direction of the Class Teacher, to implement specific programmes for individual children
* Work as part of a team
* To lead small group work, under direction of class teacher
* To provide pastoral support for the pupils in their care
* To be a positive role model for the pupils
* To undertake duties in line with school guidelines including rostered breakfast, break times and after school provision
* To undertake all activities and duties relevant to the year group
* To uphold the ethos of The Mead School
* To be flexible and forward thinking with the changing demands of each school day

**Person Specification**

The successful candidate will have the following skills, experience and qualities:

Skills

* Excellent communication skills and ability to build relationships with pupils and colleagues
* Excellent planning, administration, time management skills

Experience

* Evidence of a commitment to continuing professional development
* Experience in the classroom would be an advantage

Personal Qualities

* Leading by example with honesty and integrity
* A ‘can do’ attitude and the willingness to work hard to get things done
* A strong entrepreneurial and creative spirit
* Ambition, energy, enthusiasm and commitment
* Interest in and drive to enhance the extra-curricular life of the school: music, sport, drama, etc
* Ability to play a significant role in the local community, raising the school’s profile
* Leadership qualities including authority and empathy to connect with and inspire teaching and support staff
* A confident and outgoing personality that will be able to maintain the support of colleagues, parents and pupils
* Be able to take the initiative and able to take an idea and develop it through to completion
* Have a good sense of humour and be flexible and adaptable
* Have a positive, solution orientated mindset with a resilience and perseverance in their commitment to the role

Gap student duties would be dependent on the candidate’s individual experience and skill set. This would be an organic role to be discussed and agreed with the Head.

**The Mead’s Mission Statement**

**The School’s Ethos**

Personal growth and achievement across the curriculum are reliant on children being happy, valued and inspired by an increasingly broad, inclusive, collaborative, compassionate and individualised school experience which, in turn, fosters self-confidence, curiosity, ambition and independence of mind.

**The School’s Aims**

1. To grow an increasingly compassionate and collaborative community.
2. To deliver a broad, inclusive, inspiring and individualised education, fostering curiosity and ambition.
3. To develop every child’s independence and wellbeing.

**The School’s Values – The Mindset of a Meadite**

To translate our school aims and ethos into child friendly, everyday language, we promote our Mindset of a Meadite which champions three key attributes.

1.       **Be Compassionate**

Treat others as you would wish to be treated: with kindness, respect and honesty.

2.       **Be Ambitious**

Challenge yourself and take responsibility. Be the best possible version of yourself.

3.       **Be Curious**

Give everything a go, find your passion, discover the truth and explore the world.

**The School Rule - Be kind, listen and do your best**

**The Mead School Learning Policy**

The following aspects of learning should be evidenced in planning, delivery and outcomes and will be at the core of any scrutiny/appraisal process. Moreover, these aspects of learning will fulfil the school’s mission statement by maximising progress for all and helping to grow the Mindset of a Meadite.

* **Inspirational Learning**

Lessons should be varied, engaging and thought provoking and should foster the level of curiosity outlined in the Mindset of a Meadite. Planning/content should allow for both broad and deep learning and contextual understanding with time given to discuss, elaborate and follow tangents. This requires high level, open ended, question inducing tasks rather than a regurgitation of information. The children’s school experience should inspire them to be the best possible versions of themselves, full of compassion and perspective, with a drive to be knowledgeable. Children should want to talk about their lessons when they get home. They should also have the chance to regularly express themselves, be creative and complete tasks where there is no ‘wrong’ answer.

* **Individualised learning**

Every child should be working towards both the Baseline and Ambition set out in the school’s Mission Statement. Learning therefore needs to be individualised and set at a child’s challenge level in order for them to feel success and make outstanding progress. As a consequence, each child develops a growth mind-set and becomes optimistically ambitious, losing their fear of failure. Clear learning outcomes should be evidenced and work should have a clear purpose, context and continuity for every child.

* **Independent Learning**

The aim for every lesson is to make children really think (not to get something into their books) and so we aim not to steal their struggle and to avoid didactic, passive, prescriptive learning whenever possible. Children should develop their collaboration/communication skills and work together to investigate and solve problems/find answers for themselves. They should also develop their individual study skills such as mnemonics/rote learning, analysis, evaluation, inference, hypothesizing, craftsmanship, resilience, perseverance and adaptability. Children should learn increasingly high levels of self/peer reflection and target setting skills.