



# Job Description and Person Specification

<p><b>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</b></p>	
<b>Job Title:</b>	Graduate Teaching Assistant (GTA)
<b>Summary of the role:</b>	To assist and facilitate teaching and activities within an academic department and fulfil various other duties including boarding.
<b>Line management responsibility for:</b>	n/a
<b>Main duties and responsibilities:</b>	<ul style="list-style-type: none"> <li>• Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</li> </ul> <p>Each Graduate Assistant will be required to work up to an average of 40 hours each week in the areas outlined below.</p> <ul style="list-style-type: none"> <li>• <b>Teaching:</b> each Graduate Assistant is required to assist a member of the teaching staff in a given department in lessons and activities in the Senior and/or Junior School, as well as providing assistance with cover lessons for absent members of staff. These duties will equate to approximately 20 hours of your timetable. Attendance at the staff briefing and assemblies is compulsory, unless it is a day off.</li> <li>• <b>Boarding:</b> each GTA may be responsible for some wake-up, lunch and evening duties each week. At weekends there may be a significant commitment required including being on duty for a substantial period, helping to run a weekend activity programme for boarders, accompanying weekend expeditions and excursions. These duties will total approximately 10 hours per week. As a resident member of staff there will be an expectation to live on site during term time and to fulfil the role of an adult presence in a boarding house or annex.</li> <li>• <b>Virtual Houses:</b> each GTA will assist with the management of the House system in school and help to organise House events.</li> <li>• <b>Library Supervision:</b> each GTA is required to assist with the supervision of the library during the evenings and at weekends on a rota basis.</li> </ul>



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	<ul style="list-style-type: none"><li>• <b>Other School duties:</b> each GTA is required to assist the school Reception with post and pupil tracking on a rota basis.</li><li>• <b>Miscellaneous:</b> any other reasonable requests made by the Deputy Head (Pastoral) or Head of Department</li><li>• <b>Day off:</b> each GTA will be given one full day off each week.</li></ul>
<b>Line management duties and responsibilities</b>	<ul style="list-style-type: none"><li>• n/a</li></ul>

You may also be required to undertake such other comparable duties as the Deputy Head (Pastoral) requires from time to time.



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Person Specification			
The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.			
	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
<b>Qualifications</b>	<p><i>The professional, technical or academic qualifications that the Applicant <b>must have</b> to undertake the role or the training that they <b>must have</b> received</i></p> <ul style="list-style-type: none"> <li>Degree or equivalent experience in subject area (this may be in progress)</li> </ul>	<p><i>The professional, technical or academic qualifications that the Applicant <b>would ideally have</b> to undertake the role or the training that <b>they should ideally have</b> received</i></p> <ul style="list-style-type: none"> <li>First Aid</li> <li>Full driving licence</li> <li>Coaching qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Production of the Applicant's certificates</li> <li>Discussion at interview</li> <li>Independent verification of qualifications</li> </ul>
<b>Experience</b>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to predict</b> success in the role</i></p> <ul style="list-style-type: none"> <li>Working with children in an educational setting.</li> </ul>	<p><i>The categories of work or organisations, types of achievements and activities that would be likely <b>to contribute to</b> success in the role</i></p> <ul style="list-style-type: none"> <li>Working on summer camps or community projects involving children.</li> </ul>	<ul style="list-style-type: none"> <li>Contents of the application form</li> <li>Interview</li> <li>Professional references</li> </ul>



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<p><b>Skills</b></p>	<p><i>The skills <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• IT literate</li> <li>• Organised</li> <li>• Self-motivated</li> </ul>	<p><i>The skills that would <b>enable</b> the Applicant to perform effectively in the role</i></p>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
<p><b>Knowledge</b></p>	<p><i>The knowledge <b>required</b> by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Subject knowledge in area applied for</li> </ul>	<p><i>The knowledge that would <b>enable</b> the Applicant to perform effectively in the role</i></p>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>



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<p><b>Personal competencies and qualities</b></p>	<p><i>The personal qualities that the Applicant <b>requires</b> to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> <li>• motivation to work with children and young people</li> <li>• ability to form and maintain appropriate relationships and personal boundaries with children and young people</li> <li>• supportive of the Quaker ethos and principles</li> <li>• emotional resilience in working with challenging behaviours</li> <li>• positive attitude to use of authority and maintaining discipline</li> </ul>	<p><i>The personal qualities that would <b>assist</b> the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> <li>• Sense of humour</li> <li>• Confident</li> <li>• Articulate</li> <li>• Responsive</li> </ul>	<ul style="list-style-type: none"> <li>• Contents of the application form</li> <li>• Interview</li> <li>• Professional references</li> </ul>
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