

# BISHOP RAMSEY SCHOOL



## TEACHING ASSISTANT

CANDIDATE INFORMATION • JULY 2026

Part of the Veritas Educational Trust



# INTRODUCTION FROM OUR HEADTEACHER

**Dear Colleague,**

Thank you for your interest in joining Bishop Ramsey School, part of the Veritas Educational Trust. We are a Church of England school shaped by the belief that every member of our community carries great dignity and worth. Together, we work toward our vision that students and adults may flourish and enjoy the fullness of life.

Our approach is built on three strands:

- Loving - the development of good character and care for others
- Learning - excellence in discovery, progress, and achievement
- Living - broad experience and preparation for life beyond school

Building on our history of excellence and academic success, we are forward-looking and constantly evolving to prepare students for an ever-changing future. Our recent SIAMS and Ofsted inspections affirm the strength of our vision and the inclusive nature of our community, and our exam results consistently rank highly both locally and nationally.

We welcome applicants from all backgrounds who share our commitment to education, dignity, and community. If this resonates with you, I encourage you to apply, and I look forward to meeting you.

Warm regards,

**Malcolm Britton**  
Headteacher



## Key Stage 4 Performance Data - Summer 2025

| Measure                              | Bishop Ramsey School | Hillingdon LA | England |
|--------------------------------------|----------------------|---------------|---------|
| Attainment 8 (all students)          | 55.9                 | 47.7          | 45.9    |
| % achieving Grade 5+ English & Maths | 59.0%                | 49.3%         | 45.2%   |
| % achieving Grade 4+ English & Maths | 78.1%                | 68.3%         | 64.5%   |

# OUR VALUES AND AIMS

## OUR VALUES

Bishop Ramsey School is a Christian Learning Community. We recognise that every individual is created in the image of God. We seek to nurture each member of our community to develop his or her skills and abilities in a positive and ordered learning environment, so that students mature into responsible and caring adults, and that all members of the school community recognise the value of every individual in God's eyes.

As a Church of England School we wish students to grow in the Christian faith. While being firmly committed to this, we encourage an understanding of and a respect for other faiths.

The principle of Christian stewardship underpins our approach to the use of the school's resources. Our approach to our relationships is based on the Christian view of God's love for each of his human children and of Jesus' command to forgive and love our fellows.

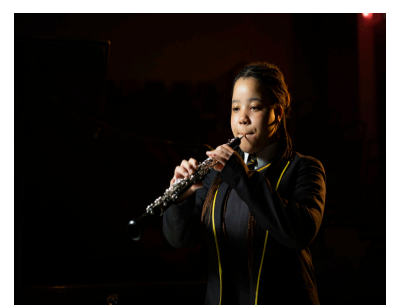
We base our approach to achievement and the provision of opportunities for development on Jesus' statement that he came to offer 'life in all its fullness' (John 10.10).

## OUR AIMS

- Every learner is an empowered learner.
- Every lesson is an excellent lesson.
- Every day at school is a rich experience.
- Every relationship is a positive encounter.
- Each school community looks outwards and beyond.

We achieve our aims by:

- **Loving** so that every day at school is a rich experience and every relationship is a positive encounter.
- **Learning** so that every learner is an empowered learner and every lesson is an excellent lesson.
- **Living** so that students learn to look outwards to the world and beyond to God.



# HILLINGDON AND THE SURROUNDING AREA



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- 1 Pathway in Ruislip Woods
- 2 Manor Farm House in Ruislip, built in the 16th century
- 3 Hillingdon Court Park
- 4 View across Ruislip Lido
- 5 Windsor Street in Uxbridge town centre



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**The name 'Hillingdon' appears in the *Domesday Book (1086)* and Veritas Educational Trust has its offices at Ruislip in the northern part of the London Borough of Hillingdon.**

Hillingdon is a large borough and borders the London Boroughs of Harrow, Ealing and Hounslow to the east and the counties of Buckinghamshire and Berkshire to the west and Hertfordshire to the north.

With excellent transport routes, including being the home of Heathrow airport, and with easy access to the A40, M4 and less than half an hour by train or tube into the centre of London, the borough benefits from many first-class schools, a wide variety of restaurants and different types of housing.

With a wealth of green spaces and parks, Hillingdon enjoys the advantages of being a London borough but has the feel of a suburban oasis.

A short drive or train ride across the northwest boundary into Buckinghamshire leads to the uncrowded, beautiful rolling green English countryside of the Chiltern Hills, most of which is designated an Area of Outstanding Natural Beauty (AONB), and a little further north west is Oxfordshire.

Many of our staff live in the surrounding Home Counties and choose to travel the relatively short distance into London to work.

# THE ACCESS & INCLUSION FACULTY

The aim of the Access & Inclusion Faculty is to ensure all students have full access to a broad and balanced education and that they are treated as individuals while considering their needs holistically. At Bishop Ramsey the Access & Inclusion Faculty is headed up by the Head of the Access & Inclusion Faculty who is also our SENDCO. From September 2026 the faculty will include a Specialist Resource Provision (SRP) which will support students with a primary need of ASD/C who are working below age-related expectations.

The team currently includes:

- Stretch, Challenge and Support Coordinator
- Access & Inclusion Centre Manager
- Higher Level Teaching Assistants (HLTAs)
- An Access & Inclusion Administrative Assistant
- A team of Teaching Assistants (TAs)

The team has a range of experienced and qualified staff who have had many years of practical experience in special educational needs. HLTAs and TAs are there to provide support in the teaching and learning of students with a range of needs. We are in privileged position of having an HLTA who is a dyslexia specialist. Additionally, we have a TA trained as an Emotional Literacy Support Assistant (ELSA).

To support the individual needs of our students the Access & Inclusion Faculty works with a range of educational and medical professionals to support the academic and social progression of our students. This includes half termly consultation with an independent Educational Psychologist and regular contact with, and referrals to, independent diagnostic assessors. The Access & Inclusion Faculty also conducts joint planning with Visual & Hearing Impairment Teams and Speech & Language Therapy. Additionally, we work closely with our pastoral teams and "Place2Be" our in-house counselling service as well as CAMHs.

The Access & Inclusion Faculty works in partnership with parents and carers and most importantly students, so that they have a voice in the decision-making process. Empowering our students and supporting their self-esteem is paramount to the Access & Inclusion Faculty as we believe this is the first step to ensuring that

they can thrive in their education and their lives beyond Bishop Ramsey.

The SRP will when at capacity support 24 students with ASD/C who will be full integrated into the school community. Students will attend 80% of curriculum time with support and adaptations within mainstream classrooms. The students in the SRP will spend 20% of curriculum time in the SRP receiving small group teaching as well as learning and therapeutic interventions. All staff within the Access & inclusion Faculty will work across the SRP and mainstream school to create an inclusive and unified team to support the needs of all students with additional needs.

# INFORMATION ABOUT THE POST

## TEACHING ASSISTANT

**Grade** Scale 3, pts 5-6, FTE £29,436-£29,856

**Actual salary range** £22,331-£22,650 for 32.75 hours per week, term-time only (38 weeks) plus one day Staff Training

**Immediate supervisor** Higher Level Teaching Assistant

**Contacts (internal)** All staff and students

### MAIN PURPOSE OF THE POST

To work with teachers to raise the learning and attainment of students while also promoting their independence, self-esteem and social inclusion. Teaching Assistants provide support to students so that they can access the curriculum, participate in learning and experience a sense of achievement.

### KEY TASKS AND RESPONSIBILITIES

#### 1 Teaching and learning

- To prepare materials and resources as requested by the class teacher to support learning in the classroom.
- To use effective behaviour management strategies consistently in line with the school's policy and procedures.
- To work flexibly within the classroom, including the supervision of a majority group of students, while the teacher carries out activities/interventions with a small cohort.
- To promote, support and facilitate inclusion by encouraging participation of all students in learning and extra-curricular activities.
- To contribute to effective assessment and planning by supporting the monitoring, recording and reporting of student progress as appropriate to the level of the role.
- To plan, deliver and evaluate intervention groups under the guidance of the SENDCO and wider teaching team.
- To collect baseline and end point intervention data and evaluate it.

- To maintain a stimulating and safe learning environment by organising and managing physical teaching space and resources.
- To provide support to the student when they have been allowed special considerations for both internal and external examinations.
- Provide support for students with sensory and/or physical impairment. This may include personal care needs (training will be provided).

#### 2 Knowledge and understanding

- To demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all students including, where appropriate, those with special educational needs and disabilities.
- Committing to improve their own practice through self-evaluation and awareness.

#### 3 Working with others

- Recognise and respect the role and contribution of other professionals, parents and carers by liaising effectively and working in partnership with them.
- With teaching staff, keep other professionals accurately informed of progress or concerns they may have about the students they work with.
- Understand their responsibility to share knowledge to inform planning and decision making.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues.
- Communicate their knowledge and understanding of students to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- To attend the review meetings of students you support and contribute to the preparation of a student support plan.

#### **4 Personal and professional conduct**

- Demonstrating positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- To communicate effectively and sensitively with students to adapt to their needs and support their learning.
- Having proper and professional regard for the ethos, policies and practices of the school in which they work as professional members of staff.
- Having regard for the need to safeguard students' wellbeing by following relevant statutory guidance along with school policies and practice.
- Upholding values consistent with those required from teachers by respecting individual differences and cultural diversity.

#### **5 Other**

- To contribute to the planning and evaluation of learning activities by attending Professional Development days, professional review days, staff training activities and curriculum team meetings.
- When student(s) are absent from school, to work as directed by the Head of Access and Inclusion/ SENDCO.
- To undertake additional duties that are commensurate with the level of responsibility of the post, as directed by the Head of Inclusion/ SENDCO, AIC Manager, SRP Manager and/or the Senior Leadership Team.

# PERSON SPECIFICATION

| E Essential D Desirable A Assessed by application I Assessed by interview process   |          |          |          |          |
|---|----------|----------|----------|----------|
| <b>Qualifications &amp; requirements</b>  | <b>E</b> | <b>D</b> | <b>A</b> | <b>I</b> |
| Achieved a qualification in English/literacy and mathematics/numeracy to at least Level 2 of the National Qualifications Framework  | ●        |          | ●        |          |
| Achieved HLTA qualification   |          | ●        | ●        |          |
| Degree level qualification or equivalent  |          | ●        | ●        |          |
| Training in relevant learning strategies  | ●        |          | ●        |          |
| Specialist skills/training in supporting students with SEND   |          | ●        | ●        | ●        |
| <b>Experience</b>   | <b>E</b> | <b>D</b> | <b>A</b> | <b>I</b> |
| Experience of working with relevant age groups within a learning environment  |          | ●        | ●        | ●        |
| Experience of working in a school/educational environment   |          | ●        | ●        | ●        |
| <b>Knowledge and skills</b>   | <b>E</b> | <b>D</b> | <b>A</b> | <b>I</b> |
| Demonstrate sufficient understanding of defined specialist area to support students' learning and an ability to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved | ●        |          |          | ●        |
| Demonstrate familiarity with the school curriculum, the age related expectations of students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved          | ●        |          | ●        | ●        |
| Able to understand and recognise desired outcomes of lesson plans   | ●        |          | ●        | ●        |
| Understand the key factors that can affect student learning   | ●        |          | ●        | ●        |
| Aware of the statutory frameworks relevant to the role  | ●        |          | ●        | ●        |
| Understand the legal definition of Special Educational Needs (SEND) and are familiar with the guidance about meeting SEN given in the SEND Code of Practice   |          | ●        |          | ●        |
| Understand a range of strategies to establish purposeful learning environment and to promote good behaviour   |          | ●        | ●        | ●        |
| <b>Personal qualities</b>   | <b>E</b> | <b>D</b> | <b>A</b> | <b>I</b> |
| Ability to relate well to children and adults   | ●        |          |          | ●        |
| Commitment to the best interests of the students  | ●        |          |          | ●        |
| Enthusiasm and a sense of humour  | ●        |          |          | ●        |
| Calm disposition with energy and thoroughness to see the task through   | ●        |          |          | ●        |
| Willingness to take responsibility and good organisational skills   | ●        |          |          | ●        |
| <b>Special requirements</b>   | <b>E</b> | <b>D</b> | <b>A</b> | <b>I</b> |
| Sympathy with the aims of a Church school and support for the ethos and mission statement of Bishop Ramsey Church of England School   | ●        |          | ●        | ●        |

# APPLICATION AND SELECTION PROCESS

## OUR CANDIDATE CHARTER

We want every candidate to have an informed, engaging and positive experience, and to support this we've created our Candidate Charter which outlines our commitment to you.

We will:

- provide you with clear, accurate and timely information;
- give you the opportunity to ask questions – and we will ensure you get the answers you need;
- respond to enquiries promptly, and usually within 24 hours during the working week;
- adopt a fair and consistent assessment process;
- make sure you have all the documentation and details you need for an interview, well in advance;
- provide you with real insight about what it's like to be part of our team;
- ensure all offers are fair and equitable; and
- seek feedback on your experience at every opportunity, so we can continue to improve.

In return we ask that you:

- be honest and upfront about your experience, aspirations and motivations;
- provide open and accurate information when submitting an application;
- always give yourself the best opportunity to succeed – research who we are and how we work;
- let us know if situations change in relation to your interest – and help us understand why; and
- prepare yourself for interview and let us know how we can support you.

## OUR COMMITMENT TO YOU

- **Transparency** We will treat you with respect, honesty and fairness.
- **Protecting your privacy** We will ensure your information is secure and handled sensitively.
- **Understanding** You will be given everything you need to make informed decisions.
- **Showcasing talent** We will provide a good opportunity for you to share your skills, experience and potential.
- **Feedback** We will provide constructive feedback professionally and promptly.
- **Listening** We welcome feedback and we will act on what you have to share.
- **Inclusivity** Our hiring decisions align with our commitment to create a high-quality, diverse and inclusive workforce.



Veritas Educational Trust and Bishop Ramsey CE School are signatories of the London Diocesan Board for Schools' Anti-Racism Charter. Click [HERE](#) for more information about our approach to Equity, Diversity & Inclusion.

# SAFER RECRUITMENT IN EDUCATION

**Veritas Educational Trust is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to demonstrate this commitment in every aspect of their work.**

The aims of our Safer Recruitment Procedures are to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

## WHAT WE WILL PROVIDE

All applicants for all vacant posts will be provided with:

- a job profile outlining the duties of the post, including safeguarding responsibilities;
- a person specification which will include a specific reference to suitability to work with children; and
- a Veritas Educational Trust application form.

All applicants will be required to complete this application form, containing questions about their academic and full employment history and their suitability for the role.

In addition, all applicants will be required to account for any gaps or discrepancies in employment history.

## REFERENCES

All formal offers of employment for support staff are subject to appropriate DBS checks, a medical health check and receipt of satisfactory references which are taken up at the formal offer stage. Referees will be asked about:

- the referee's relationship with the candidate;
- details of the applicant's current post and salary;
- performance history and conduct;
- any disciplinary action involving the safety and welfare of children, including any in which the sanction has expired;
- details of any substantiated allegations or concerns relating to the safety and welfare of children; and
- whether the referee has any reservations as to the candidate's suitability to work with children.

- If the referee has any reservations, the Trust/school will ask for specific details of the concerns and the reasons why the referee believes the candidate may be unsuitable to work with children.

## INTERVIEWS

At least one member of each interview panel will have completed Safer Recruitment Training. The selection process for every post will include exploration of the candidate's understanding of child safeguarding issues.

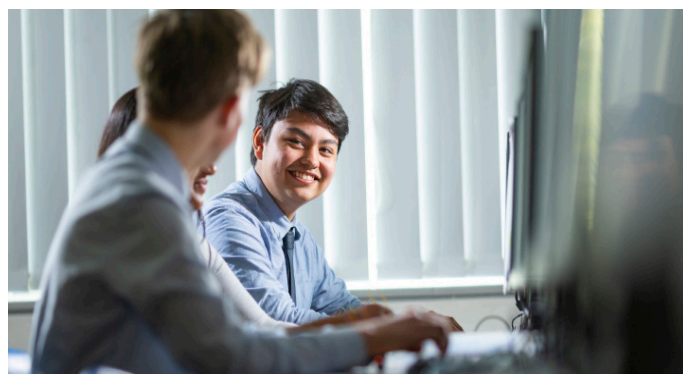
## PRE-EMPLOYMENT CHECKS

An enhanced DBS check is required for all successful applicants and this should be completed prior to the start of employment with us. This will include checks against barred lists and teacher prohibition lists. Appointees who have spent more than three months outside of the UK since age 18 will additionally be asked to apply for an overseas criminal records check, about which our HR Team will provide advice.

## KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

Keeping Children Safe in Education (KCSIE) asks schools to carry out online searches on shortlisted candidates as part of the process of assessing suitability. If shortlisted, the following information will be asked for: Social media platforms on which you have accounts, account names/handles, websites you are featured in or named on, any other publicly available online information about you of which the school should be made aware of.

For more information on our approach to safeguarding, click [HERE](#).



**VERITAS EDUCATIONAL TRUST IS COMMITTED TO SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE**

# HOW TO APPLY FOR THIS POSITION



## INFORMATION FOR APPLICANTS

### CLOSING DATE

The closing date for applications is **10am Monday 13th July 2026** with interviews to take place within a week of that date.

### APPLICATION FORM

An **Application Form** for the post can be downloaded from the **Work with Us** section of our website. It must be completed in full and applicants should directly address the skills and experience outlined in the person specification. An **Equal Opportunities Monitoring Form** must also be completed and this can be found in the same place. Both should be submitted as detailed in the candidate pack.

Once completed, both forms should be emailed to [recruitment@bishopramsey.school](mailto:recruitment@bishopramsey.school)

### MORE INFORMATION

For more information about this position, or to have a confidential discussion about the role, please contact Susan Noble, HR Coordinator, on [01895 671045](tel:01895671045) or email [snoble@bishopramsey.school](mailto:snoble@bishopramsey.school)

**We look forward to hearing from you.**

# BISHOP RAMSEY SCHOOL



## Bishop Ramsey School

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## Veritas Educational Trust

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