



# Gladesmore Community School



## Teaching Assistant Information Pack

# Teaching Assistant

Range from Scale 2 to Scale 3 (dependent on experience)

Term time x 36 hours per week

We are looking to appoint enthusiastic professionals are required to support children with their all-round learning. They should be able to help to raise standards of achievement for all pupils and support pupils to overcome barriers to learning.

Gladesmore is a very friendly place to work with a rich ethnic and linguistically diverse staff and student community.

The ethos is inspiring and positive. In four successive Ofsted inspections the school has been judged to be outstanding in every category and exemplary in these.

Please see the school website for the application pack or contact the school for further details

**Closing Date: 24 June 2025**

Shortlisted candidates will be required to bring in a copy of their photo ID and most recent DBS certificate on the day of the interview.

Gladesmore Community School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an Enhanced Disclosure via the Disclosure and Barring Scheme, confirmation of qualifications, experience checks and satisfactory references. An online check of publicly available information will be completed to assess shortlisted candidate's suitability to work with our children.

## Message from the Headteacher

Many thanks for considering the post we have available at Gladesmore Community School. I hope that, having looked at the information available, if you think the post might be suitable you will decide to make an application.

We have tried to provide information so that, in a short time, you can gain a useful picture of the school and some idea of what it will mean to become a member of our staff. If you have enquiries regarding this post please contact Mrs Naidoo, Executive Officer, and we will endeavour to answer your questions.

Gladesmore is an outstanding school with an excellent learning environment. We look to appoint staff who are ambitious for our children and are committed to promoting their life chances.

The staff are highly skilled and are also very positive and cheerful. We value these qualities highly.

If you would like to join our exciting enterprise you will need energy and a commitment to the principle of equality of opportunity.

I look forward to hearing from you.

Yours sincerely

**Mr Goldwater Ojokor**  
**Headteacher**



## About the School

Gladesmore Community School is a mixed 11-16 comprehensive school situated in the urban area of South Tottenham, London, bordering the edge of Stamford Hill and adjacent to Markfield Park which backs onto the River Lea. Seven Sisters Tube Station, Tottenham Hale tube, bus and train terminus and South Tottenham Railway Station are all within a short walking distance. The school serves a community of high economic disadvantage; typically, over 50% of our pupils are eligible for free school meals.

### School Population

The school has nine forms of entry. It has an impressive reputation locally and is enormously oversubscribed currently with a roll of 1300. In recent years the school has taken an annual bulge class into all year groups. Numerous staff members choose to send their own children to Gladesmore.

We have a wide diversity of ethnic, linguistic and religious backgrounds in the school and this provides a tremendously rich culture. We delight in the fact that there are over 55 languages spoken by pupils. Our largest ethnic groups are of African, Caribbean or Turkish heritage. As a community comprehensive school, our intake consists of a broad ability range including children with special educational needs and very able, gifted and talented pupils.

Visitors are invariably impressed with our calm, happy and positive family atmosphere in the school. Pupils are respectful and well behaved. There is a wonderful ethos in the school enjoyed by all and it enables children to make excellent all-round progress.

Working relationships between the staff and pupils and between the staff are exceptional. This is one of the reasons why staff turnover is remarkably low. The pupils are a delight to work with and are highly appreciative of the efforts made by staff. Our children really enjoy school and are proud to be part of the Gladesmore family; attendance for instance, is the best in the region and is consistently well above the national average.

### Leadership

There is a very clear and simple vision for the school and the Gladesmore Ethos Statement is articulated through the simple term REACH, which promotes our key values and stands for: **Respect; Enthusiasm; Aspiration; Cooperation; and Hard work. REACH to be a Star!**

Our school motto was written and selected by pupils: **Dream it, REACH for it, Achieve it.**

We have simple but ambitious goals for the school. All faculty and year group teams draw up their own development plans to focus on continued improvement. All staff are encouraged to help shape our development and pupils make a significant contribution to this as well.

Gladesmore has been rated as 'Outstanding' by Ofsted since 2008. In successive inspections HMI/Ofsted teams have awarded outstanding grades and within these deemed the school to be exemplary. HMI's have been impressed by what they had seen. Gladesmore has been recognised by the GLA and the Premier League (football) as a Flagship School.

Nevertheless, we believe there is still much we can improve; we are fully committed to self-evaluation and continuously look at what we can do to continue to improve. There are numerous opportunities and procedures designed for us all to share good practice and learn from each other. Whilst the school is doing very well there is more for us to learn and aspire to.

## **Achievement**

Our aim is to continue to raise all round achievement and expectations through effective learning and teaching. We offer an innovative range of programmes and strategies to provide pathways enabling children to reach their potential. As a result, rates of progress are impressive. Our progress scores place us in the top band of schools nationally. All subject areas are very strong. Comparative statistics also show that the achievement of SEND, EAL, black and minority ethnic groups are all outstanding. We intend to improve these further.

## **Curriculum and Assessment**

Our aim is to provide pupils with a broad, balanced and challenging curriculum that fosters a love of learning and enables all students to reach their potential. We build on pupils' prior achievements to develop the breadth and depth of their knowledge, as well as their skills and understanding. Our curriculum offer is not solely about the delivery of the National Curriculum, although this is the foundation because it secures entitlement for all pupils but it goes well beyond that to include a broader range of opportunities.

Continuous assessment enables pupils to understand exactly where they are with their learning and what their next steps should be. Reports on progress are issued to parents/ carers each half term ensuring that everyone is kept up to date on pupil progress. Where necessary some pupils are given opportunity to work in smaller groups, thereby providing additional support focused on the needs of the individual.



## **Staffing**

Although the school has some excellent facilities its greatest asset is the staff. We have a superb staff team that creates a warm, cheerful atmosphere and forges an effective climate for learning. Colleagues say that working at Gladesmore is stimulating and inspiring. Morale is excellent and we actively promote the strong ethos of mutual support. Visitors are invariably impressed by the friendly and pleasant atmosphere in the school. It is fundamental for us to go out of our way to ensure that colleagues are supported, appreciated and happy in their work.

Our recruitment programme targets teachers and support staff not just for their subject knowledge. We particularly seek out people who really care about the progress of children and are deeply committed to making a difference to our community. Gladesmore staff are characterised by their friendly, cheerful and positive outlook. We value these characteristics highly.

Once appointed, we expect that all staff will continue with their professional development, which emphasises teamwork and the sharing of good practice. Our programmes for trainees and new staff is particularly strong and has been highly praised by HMI. Staff are valued; morale is high and there is strong recognition that everyone plays an important role in enabling our school to succeed and operate harmoniously.

The diversity of our staff group reflects the diversity of the pupil population and we are proud that our rich diversity of staffing is well balanced throughout the organisation at all levels of seniority. Applicants from black and ethnic minorities are encouraged. Staff work hard both in the classroom and in developing activities outside the curriculum. People enjoy working at the school and consequently the turnover of staff is very low.

Opportunities for professional development and growth are impressive; it is not unusual for staff to have gained promotions within the school. Those who leave tend to do so for promotion, retirement or because they are leaving the area.

The exceptional care for the individual, together with the high quality of teaching means that, although Gladesmore is a large school, it is also very friendly and supportive. Colleagues particularly appreciate this. We are highly committed to staff well-being and run numerous activities and have very well-established support structures in place to ensure that staff feel supported as individuals. Staff turn-over is exceptionally low and morale is unusually high. Staff work hard and enjoy a positive climate at work that is extremely rare.



## **Premises**

The buildings are substantially built and house classrooms and corridors of good size. We have gradually been able to improve the buildings and facilities to an outstanding standard. Each subject area has specialist accommodation. Classrooms are spacious being well above standard size and all have interactive whiteboards. Each faculty area has its own dedicated IT and office suite.

The pupils, staff and parents are proud of the school. We enjoy a happy, cheerful atmosphere and we have positive links with the community. We are frequently congratulated by visitors on the friendliness of the children and staff, the quality of display, the calm atmosphere and the absence of vandalism and graffiti.

## **Extra-Curricular, Community Activities and Partnerships**

We have an impressive Saturday and Summer School provision. Year 7 pupils together with older pupils attend Mathematics, English, French, Spanish, Computing and/or Music sessions.

Pupils have access to a wide range of activities at lunchtime and after school. We have a strong sporting tradition and large numbers of pupils are involved in the many clubs and teams which operate. We enrich children's experience through lively school assemblies and productions. All subject areas are outstanding and run well attended after school clubs and revision classes. We have a wide array of mentoring and guidance schemes and run a programme for gifted and talented pupils.

We have strong partnerships with our feeder schools and are neighbours with Crowland Primary School, which is attended by the children of several staff members. We also have close links with the excellent London Academy of Excellence - Tottenham and sixth form centres that are the onward destination for Gladesmore pupils. We are genuinely a community school and find that our parents/carers are generally supportive and appreciative of our involvement in the community.

In recent years we have obtained numerous awards, including the Royal Crest and the London Peace Prize. We also have strong international links and frequently work with schools overseas, funded through successful Erasmus bids. Our success has given Gladesmore a strong profile both within Haringey and further afield



## An Introduction to the AEN Faculty

The AEN Faculty is an enthusiastic and successful team. Staff work extremely well with each other to support the needs of children who have special educational needs and/or disabilities.

The AEN faculty consists of an AEN Curriculum Lead, the SENCO, Deputy SENCO, specialist teachers, HLTAs and Learning Assistants. These experienced professionals together provide for a wide range of needs through in-class support, structured teaching programmes and individual mentoring and tutoring.

There is an excellent atmosphere in the AEN Faculty. Sharing of good practice is seen as the norm and staff have excellent opportunities for professional growth. The accommodation and resources are outstanding. The team of Learning Assistants support children in their lessons across the school and also teach or mentor children in small groups or individually. The faculty benefits from its own dedicated suite of rooms with computers and interactive whiteboards

At Key Stage 3, the faculty offers a number of interventions and specialist support. At Key Stage 4, the faculty offers a range of specialist qualifications to a small number of pupils including Work Skills, Functional Qualifications and ASDAN.

Learning Assistants support individual pupils alongside teachers using a range of support strategies and also manage small groups of pupils withdrawn from lessons for targeted support. Lunch time and after-school provision is also an important component of their work.

The post would suit someone who is positive, organised and adaptable with a versatile skill set, a team player who can work well with young people. We have gained wide acclaim for the support we provide for new staff.

We are looking to appoint an enthusiastic and well organised individual who will be able to effectively contribute. The position is a superb opportunity. Applicants will be given ample opportunity to see the school in action at interview and will have good opportunities to speak with staff and pupils and get a flavour of what the school is like.

# Job Description

## Teaching Assistant

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### Purpose of Post:

Foster the participation of pupils in the social and academic processes of the school;

- Seek to enable pupils to become more independent learners;
- Help to raise standards of achievement for all pupils;
- Support pupils to overcome barriers to learning
- Provide higher level SEND guidance and knowledge

**Line Manager:** Lead Teaching Assistant and SENCO

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### Main duties and responsibilities

#### In Relation to the Pupil

1. Support pupils' learning activities including additional learning needs.
2. Help with the care and support of pupils.
3. Establish and maintain relationships with individual pupils and groups.
4. Be the key worker for designated pupils.
5. Monitor pupil progress on the IEP.
6. Liaise with staff about a pupil's needs.
7. Develop an understanding of the specific needs of pupils to be supported.
8. Devise and implement strategies to meet pupils' individual needs, e.g. cognitive and learning skills.
9. Maintain records of pupil progress and write reports, as required.
10. Provide higher level support and guidance on SEND aspects
11. Be familiar with designated pupils EHC Plans

#### In Relation to the Teacher

12. Contribute to the planning and evaluation of learning activities.
13. Assist with strategies to improve pupil progress.
14. Contribute to the management of pupil behaviour.
15. Assist with the preparation and organisation of classroom resources/equipment and the maintenance of the learning environment.
16. Provide regular feedback about pupils.
17. Undertake routine administrative tasks as required.
18. Prepare resources to assist with pupils' learning
19. Actively support the teacher in the delivery of lessons
20. Work flexibly and adapt working practice as might be required by staff
21. Provide higher level assistance and guidance with SEN aspects

### **In Relation to the Curriculum**

22. Support the school curriculum including literacy and numeracy activities.
23. Observe and report on pupil progress, in particular against NC English and Maths levels, and learning goals.
24. Provide support for learning activities.
25. Develop a good understanding of specialist IT software programmes and supervise their use.
26. Develop a good understanding, prepare and deliver learning programmes for targeted pupils
27. To manage individuals and small groups of pupils in learning activities.
28. Deliver units of work to individuals and groups, e.g. Literacy Progress Units
29. Provide higher level assistance with planning and provision for SEND aspects

### **In relation to the Faculty and School**

30. Provide a high-level knowledge and expertise in the school provision for identified SEND aspects
31. Maintain good communication and effective links between home and the school.
32. Maintain harmonious working relationships with colleagues and work collaboratively
33. Provide support and guidance to colleagues as appropriate.
34. Contribute to the effectiveness of the Learning Support team by taking a coordinating role in agreed aspects of its work, e.g. displays, storage of resources, management of aspects.
35. Plan and supervise pupils in clubs at lunchtimes and after school and on trips from school.
36. To contribute to reviews of pupils' progress, as appropriate, and attend review meetings and parents' evenings as required.
37. Contribute to the maintenance of pupil safety and security.
38. Review and develop own professional practice.
39. Any other tasks as directed by staff leading lessons, consistent with duties for the post.

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

Employees are required to comply with School Policies and to work cooperatively with colleagues to promote a positive school ethos.

The job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.

Employees may deal with sensitive material and should maintain confidentiality in all school-related matters.

This job description is not necessarily a comprehensive definition of the post. It will be updated periodically. The duties may be varied at any time to meet the changing demands of the school at the reasonable discretion of the headteacher/line manager.

# Person Specification

## Teaching Assistant

### Education and training

1. Excellent standard of general education - degree preferable
2. Relevant training

### Skills and attributes

3. Excellent written and verbal communication skills.
4. Excellent interpersonal skills.
5. Strong organisational skills
6. Able to work well as a member of a team and contribute to its effectiveness.
7. Ability to liaise professionally with other staff and with parents/carers.
8. Able to establish excellent working rapport with pupils, employing patience and a range of strategies to build confidence, engage learning, positive focus and behaviour
9. Ability to effectively support pupil SEND needs, select and employ appropriate strategies to address these needs.
10. Ability to manage and work effectively with pupils as individuals and groups.
11. Ability to effectively deliver learning materials to pupils and small groups, including the use of IT.
12. Ability to motivate and guide pupils with SEND so that they make strong progress and achieve
13. Flexible, self-motivated and positive attitude.

### Other requirements

1. A commitment to equal opportunities.
2. Sound understanding and appreciation of working in a diverse inner city environment
3. Committed to improving own professional practices.
4. Excellent attendance and punctuality.

# How to Apply/Recruitment Process

## Application deadline

Completed application form and DBS declaration must be received by deadline in the advert.

## Applications may be submitted to:

Email documents to:

admin@gladesmore.com

## Completing the application

Candidates are asked to complete all the standard information required on the application form and to submit a supporting statement addressing the job requirements.

## References

Candidates are advised that references will be taken up immediately after shortlisting. Candidates are asked to ensure that their referees are aware of the need to respond within the timescale set. In all cases two professional references are required.

The posts will be offered subject to satisfactory completion of pre-employment checks.

## Safeguarding children

Gladesmore Community School is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. Appointment to this post will be subject to an Enhanced Disclosure via the Disclosure and Barring Scheme, confirmation of qualifications, experience checks and satisfactory references. An online check of publicly available information will be completed to assess shortlisted candidate's suitability to work with our children.

## Feedback

Please note that we do not confirm receipt of applications.

## Selection process

Candidates who are shortlisted will be contacted and invited in to participate in the selection process. We do not inform candidates if they have not been shortlisted.

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