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**Copthall School**

**Teaching Assistant**

**Candidate Information Pack**

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***A Positive Learning Environment that inspires a passion for learning so that every student progresses and thrives***

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Dear Candidate

Thank you for your interest in the position of Teaching Assistant at this exciting time for our organisation. I would like to welcome you personally, and I hope that you will find here all the information you need to inspire you to join our team.

Our school is unstoppable in its pursuit of Excellent Education for All, which has been highlighted by Ofsted 2018. We have been recognised for the rapid transformation and excellent progress of students and have been awarded **Good** status. The full report can be accessed using the following link: <http://www.copthallschool.org.uk/226/ofsted>

Our Governing Body is strong and highly ambitious for the school. Their recent award by the NGA for Outstanding Governance is further evidence of their ambition. They have a wealth of expertise in a range of areas and are very committed to ensuring we deliver first class educational opportunities to the communities we serve and make a difference to the lives of the girls who learn with us.

Over the last three years, Copthall has gone from strength to strength as we raise standards, enrich the lives of our students, focus on staff wellbeing and workload and continue to be a good and improving school. Our priority remains the same in that we offer our students a highly personalised academic experience – one that ensures that all our students receive an excellent education. We have an extensive enrichment programme involving mentoring, cultural activities/visits/trips, STEM workshops, a full careers programme and a range of partnership opportunities involving universities, businesses, charities and alumnae.

In addition, our collaboration with Mill Hill Independent School offers a range of joint opportunities for all students from leadership, tutoring, philanthropy extended projects and a variety of bespoke and unrivalled programmes that benefit our young people.

In preparing our students for the future we will endeavour to provide them with the skill set they will need including complex problem solving; critical thinking; creativity; emotional intelligence; judgement; and decision making; negotiation and cognitive flexibility. We want to ensure they play important influential and aspirational roles, ready to make a positive contribution to society.

For the third year running, we celebrated another very successful year in our examination results. Our preliminary P8 score is +0.83 which places us in the top 3% in the country for progress. 90% of English grades were 9-4 with increases in outcomes for both Maths and Science. One of our students was the highest achieving history student in the whole country and gained a suite of grade 8s & 9s. Our A-level results were equally impressive with our A\*-C grades increasing from 61% in 2018 to 74%. In addition to this, students who sat vocational subjects did equally well with the average grade a Merit+.

InSeptember 2018 we launched our STEM Scholarship Programme across all year groups, including the Sixth Form. Students were involved in a wide range of workshops and enrichment activities tailor-made to students’ talent and potential.

We want you to look forward to each day at our school. We expect hard work, skill and dedication to our core values, and in return we will provide you with outstanding experiences and training opportunities. We have a strong focus on staff well-being and have a range of incentives including staff yoga and staff well-being days.

If you feel you can make a positive contribution to our school, please apply online via our website, [www.copthall.barnet.sch.uk](http://www.copthall.barnet.sch.uk). If you would like to discuss a role or have any queries, please call 0208 959 1937 or email recruitment@copthall.barnet.sch.uk. Visits to the school are also encouraged and welcomed.

I look forward to receiving your application.

Yours sincerely



Evelyn Forde

**Headteacher**

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***A Positive Learning Environment that inspires a passion for learning so that every student progresses and thrives***

**ABOUT COPTHALL**

As a girls’ non-selective comprehensive academy, Copthall offers the rare opportunity of single-sex education for students of all abilities. We are a values driven school which was noted by Inspectors in May 2018 when they commented “The school’s values of respect, equality for all, support and safety, aspiration and responsibility underpin this improving school’

Many girls stay on to join our vibrant Sixth Form, from where the vast majority progress to higher education, with a number achieving places at Russell Group universities. In addition, the school also offers a strong and varied vocational curriculum. “Students benefit from strong teaching and outcomes, which are rigorously checked by effective leadership in the sixth form” *Ofsted 2018.*

**OUR LOCATION**

Copthall School is located in one of London’s more prosperous and leafy boroughs and the area offers a wealth of good quality social, sporting and shopping facilities. That does not mean however, that we do not have to face social issues similar to many inner-city schools and there is a substantial amount of deprivation in our catchment area.

**VISION AND VALUES**

Our Vision and Value statements are borne from our commitment to girls’ education, we want to ensure that they can take their rightful place in society. We work together to communicate the vision so that any obstacles to success are removed.

**Mission Statement:** Excellent education for all - *A Positive Learning Environment that inspires a passion for learning so that every student progresses and thrives*

**Values:**

* **Respect:** Pride and respect in the cultural diversity of our school and the global environment in which we live
* **Equality for all:** An environment of kindness and tolerance that demonstrates equality for all
* **Support and Safety:** A school that cares and is inclusive, supportive and safe for all
* **Aspiration:** Expectation and celebration of high standards of aspiration and achievement in learning and life
* **Responsibility:** Being responsible and ready for learning

**Vision:**

* To empower every member of the school community to reach their full potential
* To equip our young women with the skills to enjoy, succeed and have choices in their adult lives
* To be an outstanding first choice school for young women
* To provide an inspirational, exciting and broad education
* To create a positive learning environment that inspires a passion for learning so that every student progresses and thrives (this is the teaching and learning vision)

**FOCUS**

We have a relentless focus on improving teaching and learning; this includes collaborative planning and coaching, both of which have been hugely developmental for staff. The way we improve teaching is through a series of steps which allow teachers to improve on one aspect of their teaching at a time before moving onto another area. We also use leadership coaching, according to need. Both models facilitate teachers to spend significant time on chosen aspects of their practice, in line with research into effective professional development and the motivating effect of autonomy.

The DNA of our school is *good* and we will continue to strive for excellence. The Governors and I hope you would want to be part of our journey.



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**Copthall School is committed to the protection and safety of Children and young people. All staff are expected to share this commitment.**

**Job Description of Teaching Assistant Level 2/3**

**Salary:**  **SCP 5-14**

**Hours: 33 hours per week/term time (40 weeks)**

**Responsible to:**

**Main Purpose of the Job**

To support the classroom teacher with their responsibility for the development and education of all pupils.

To assist in development of pupils’ learning, the provision of care and the management of pupils’ behaviour under the guidance of teaching staff/senior colleagues.

**Support for the Pupils**

1. Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes.
2. Establish constructive relationships with pupils and interact with them according to individual needs.
3. Promote the inclusion and acceptance of all pupils.
4. Encourage pupils to interact with others and engage in activities led by the teacher.
5. Set challenging and demanding expectations and promote self-esteem and independence.
6. Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.

**Support for the Teacher**

1. Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of pupils’ work.
2. Use strategies, in liaison with the teacher, to support pupils to achieve learning goals.
3. Assist with the planning of learning activities.
4. Monitor pupils’ responses to learning activities and accurately record achievement/progress as directed.
5. Provide detailed and regular feedback to teachers on pupils’ achievement, progress, problems etc.
6. Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
7. Establish constructive relationships with parents/carers.
8. Administer routine tests and invigilate exams and undertake routine marking of pupils’ work.
9. Support teaching/senior staff with routine administration, e.g. photocopying. Typing, filing, money, administration of coursework etc.

**Support for the Curriculum**

1. Assist with the implementation of structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
2. Assist with the implementation of programmes linked to local and national learning strategies e.g. literacy, numeracy, KS3, early years, recording achievement and progress and feeding back to the teacher.
3. Support the use of ICT in learning activities and develop pupils’ competence and independence in its use.
4. Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

**Support for the School**

1. Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protections, reporting all concerns to an appropriate person.
2. Be aware of and support difference to ensure all pupils have equal access to opportunities to learn and develop.
3. Contribute to the overall ethos/work/aims of the school.
4. Appreciate and support the role of other professionals.
5. Attend and participate in relevant meetings as required.
6. Participate in training and other learning activities and performance development as required.
7. Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
8. Accompany teaching staff and pupils on educational visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.

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| Experience | * Working with or caring for children of relevant age
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| Qualifications  | * Good numeracy/literacy skills
* Completion of DfES Teacher Assistant Induction Programme
* NVQ 2 for Teaching Assistants or equivalent qualifications or experience
* Training in the relevant learning strategies e.g. literacy
* First aid training /training as appropriate
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| Knowledge & Skills | * Effective use of ICT to support learning
* Use of other equipment technology – video, photocopier
* Understanding of relevant policies/codes of practice and awareness of relevant legislation
* General understanding of national/foundation stage curriculum and other basic learning programmes/strategies
* Basic understanding of child development and learning
* Ability to self-evaluate learning needs and actively seek learning opportunities
* Ability to relate well to children and adults
* Work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these
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