



HIGHSTED GRAMMAR SCHOOL



Highsted Road, Sittingbourne, Kent ME10 4PT

Headteacher: Anne Kelly BA MBA

Telephone: 01795 424223

www.highsted.kent.sch.uk

Email: recruitment@highsted.kent.sch.uk

Teaching Assistant

35 hours weekly, term time only

Highsted Academy Trust pay band 5

£20,595 – £21,693 pro rata

We are seeking a flexible and highly motivated Teaching Assistant to work with pupils, at this high achieving girls grammar school. The successful candidate's duties will include support on an individual or small group basis for children with SEND.

Experience of working with young people would be an advantage but specific training will be given to the successful candidate. Experience working with children / young people with special educational needs (SEN) & experience planning and delivering learning activities would be helpful.

Applications are invited from creative and ambitious colleagues who can make a substantial impact on our continuous improvement.

The post is an exciting and challenging one, offering exceptional opportunity in a high performing school where we can offer you:

- the opportunity to inspire highly able and well-motivated students to fulfil and exceed their potential
- a dynamic and supportive working environment
- opportunities for professional development
- a private health care package supported by Benenden Health Care
- a competitive salary commensurate with experience

Please contact Karen Hugill at the school via [email](mailto:k.hugill@highsted.kent.sch.uk) or visit our website to download further information and an application form: www.highsted.kent.sch.uk

(Closing date noon 21st July 2023)

The school reserves the right to consider the merits of early applications

Highsted Grammar School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. This post is subject to an enhanced DBS check.

Highsted Grammar School is an Equal Opportunities Employer.



Welcome to Highsted

At Highsted, we view education as a creative process. Our vision is to lead a happy and cohesive community which fosters academic, emotional and physical confidence. In doing this we create inspirational learners with the courage to take risks and the wisdom to learn from their mistakes.

Our success is as a consequence of striking a fine balance between tradition and innovation. Our values are traditional ones and we offer an unashamedly academic curriculum. We are keenly aware that we are preparing our students for a working life none of us can yet anticipate. Our focus, therefore, is on developing the skills, attributes and habits of mind that equip our young women as life long learners. Our aim is to launch them into the world as self-starters, focused but flexible, armed with the courage to grasp opportunities and the resilience and humour to negotiate setbacks along the way.

We hope that at Highsted you will find a society, a family – a place of lifelong learning that will support and encourage each and every member of our community.

Please use the contact details above if you would like the opportunity to tour the school or to meet the Head before making an application. I look forward to welcoming you to our school.

Anne Kelly - Headteacher

Our Results

Summer 2022 school performance: GCSE results achieved by pupils at the end of key stage four

| | 2022 | 2021 |
|---|--------|-------|
| Percentage A*/A grades / 7 and above | 44% | 57.9% |
| Percentage of pupils gaining 9 - 4 grades, in English and maths | 97.4% | 100% |
| Percentage of pupils gaining at least two 9 - 4 grades, science | 97.0% | 99.2% |
| Percentage of pupils gaining at least one 9 - 4 grade, MFL | 80.2% | 94.3% |
| Percentage of pupils achieving history or geography 9 – 4 | 100.0% | 99.0% |
| Percentage of pupils achieving English Baccalaureate* | 98.3% | 98.4% |

* **English Baccalaureate** consists of 9 - 4 grades at full GCSE in English, mathematics, two science subjects, a foreign language and history or geography.

A-level results achieved by students at the end of Year 13

| | 2022 | 2021 |
|------------------------|------|------|
| Percentage pass rate | 99% | 100% |
| Percentage A*-B grades | 81% | 83% |

Ofsted - Good

'Pupils and students flourish and succeed at Highsted Grammar.'

'Pupils are courteous, polite and welcoming – they are happy, safe and well cared for.'

'Teacher's subject knowledge is exceptionally strong'

'Leaders set high expectations of what students can achieve. Pupils and students respond well to these high expectations.'

'An ambitious 'cognitive and compassion' curriculum offers a fitting balance of academic rigour and pastoral support.'

'Incidents of poor behaviour are low, and attendance is high. Pupils arrive punctually to their lessons, so learning time is maximised.'

(Ofsted Inspection report 2023)

About Us

Highsted Grammar School is a small girls' grammar school (around 900 on roll, including 182 in Sixth Form) situated in the North Kent town of Sittingbourne. We were one of the first to convert to academy status in the autumn term 2010.

Excellent road and rail connections give easy access to London, Canterbury, Ashford and the Continent. Sailing and swimming facilities in the area are good and there are plenty of community activities (for example, orchestral, choral, theatrical clubs, etc.) available. Theatres in Canterbury and Maidstone, as well as those in London, provide entertainment. A well-equipped sports complex in the town has excellent facilities both for the serious sportsman and woman and for family recreational use. House prices are relatively low for the South East and opportunities for further professional development are excellent.

The school itself is a high-performing girls' school, where pastoral care and enrichment feature as highly as academic success. Having featured three times in Her Majesty's Chief Inspector's list of outstanding schools, we are proud to play a leading role in the education of young people in our area. The pupils are exceptional in every way – they are enthusiastic, personable, caring, and show considerable initiative – and we enjoy the strong support of parents. Likewise, the staff team – teaching, support and administrative – is talented, dedicated, hard-working and committed to the continuing success of the school. The governing body represents a group of capable, multi-skilled individuals, wholly supportive of the work we do.

The main block of the school was opened in 1958 when the school moved from older premises and since then other buildings have been added, including a technology block, new laboratories and additional classrooms. Development of the site continues with an imaginative, multi-purpose teaching area – the Hi-pod; new PE and dance studio, language laboratory and media studies/photography suite.

The Learning Resource Centre was created out of the old school library and boasts a light, comfortable and airy environment with good book stock, excellent ICT facilities and a pleasant reading area. It is very popular with students and well used by all age groups. Books, newspapers and specialist magazines are catalogued alongside other media and loans are monitored through an electronic library management system. Much of the day-to-day running of the Centre is undertaken by a group of library prefects, trained and overseen by the Centre Manager.

Highsted is a school of opportunity for staff as well as pupils, winning the School Achievement Award in two out of the three years that the scheme ran. We contribute extensively to initial teacher training, with many PGCE and SCITT trainees successfully completing their programme in the school each year and in recent years, no less than six members of the leadership team have been promoted to headship posts.

Selective Education

Pupils are granted places at the school on the basis of success in the Kent selection tests or the Highsted Test, broadly speaking they represent the top 25% of the ability range. The economic and social characteristics of the locality are not the most affluent in Kent, so opportunities for value-added are high and the school is able to make a real impact within the community. At Sixth Form level we work in partnership with two other local schools, Borden Grammar (boys) and Fulston Manor (mixed). Through this arrangement, we focus mainly on A-level provision and are able to offer more than 34 different courses, including several applied A-level options. Highsted continues to be placed in the top 100 secondary schools (The Telegraph) based on our A-level results.

Partnership Working

The school, formerly sponsored by Microsoft, received specialist school status through science and consequently we have implemented major changes to the ICT infrastructure to make full use of these connections. Across the school we regard this not only as a strategy to develop science further and promote the role of women in this area, but also as the opportunity to enhance provision across the whole curriculum.

The school has enjoyed a long-standing partnership with Gymnasium Fridericianum, Erlangen in Bavaria and this has led to regular exchange visits for more than 25 years. From our advantageous geographical position, we are also able to undertake day trips to Europe and each year there are study visits to France, Belgium and Italy, organised by different subject areas. For the first time in 2005, a group of Year 12 students spent three weeks in quality work experience placements in Brussels and this has become a regular part of the summer term enrichment programme, supported by substantial grants from the EU.

Extra Curricular

Music and drama within the school are exceptional, with high quality productions taking place every term. There is a strong choral tradition in the school. Sporting activity also features highly in the work that we do, and the pupils enjoy both local and national recognition in areas as diverse as cricket, judo and life-saving. Other extra-curricular activities are wide-ranging and responsive to student need. A very strong School Council has been an established part of Highsted for more than 50 years.

The Team

We are looking for a dynamic, innovative and hard-working individual to join a committed, friendly and high-performing support team that genuinely operates as a team – supporting and motivating one another in what is often demanding but always enjoyable work. The school is well resourced, operates in a collegiate spirit of shared excellence and there is a tradition of inspiring and encouraging one another to impact on learning in exciting ways.

We are looking forward to appointing an outstanding colleague who can contribute to the progress of all of our students with energy, passion and skill.

About You

From this brief description, potential candidates will realise that this grammar school offers far more than a purely academic focus. This does not come about by accident. It is entirely dependent on the determination and commitment of the whole school community, alongside effective delegation of tasks. If you have the potential to contribute to an exceptional school and would like to be part of a friendly, winning team, we would love to hear from you!

This post would suit a creative and ambitious professional who can work well as part of a team, is keen to contribute ideas and take on new initiatives and has high expectations of the students. It provides an opportunity to work with able and well-motivated students within a supportive team and with friendly colleagues. Flexibility and a personal desire to broaden professional experience would be an advantage.

Application & Interview Process

Applications will only be accepted from candidates completing the school's application form, which is available to download from the website. All sections of the application form must be completed as accurately and as full as possible. Alternatively, applicants may submit their application via the Kent Teach website. Please note that CV's will not be considered in isolation and must be attached to an application form as a supplementary form.

Closing date for applications: Friday 21st July 2023, at noon

Interview date: TBC

The school may interview early in the case of an exceptional candidate. Candidates will be shortlisted based solely on the information provided within the application form, so ensuring your application form is accurate and fully completed is imperative.

After the shortlisting process has taken place, candidates will then be invited to interview and references then contacted.

All candidates who have been invited for interview will be required to bring the following documentation:

- Right to Work in the UK evidence (typically a birth certificate, passport or driving license)
- Criminal Record Self Declaration (will be sent ahead of the interview)

Highsted Grammar School is committed to safeguarding and promoting the welfare of our pupils and expects all staff and volunteers to share this commitment. An enhanced criminal record check via the Disclosure and Barring Service (DBS) will be undertaken for the successful candidate, including a check of the DBS Children's Barred List. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with the DBS and at least two satisfactory references. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children

HIGHSTED GRAMMAR SCHOOL: JOB PROFILE
RESPONSIBILITIES FOR EDUCATIONAL SUPPORT STAFF

Job Title: Teaching Assistant

Reports to: KS3 Learning Mentor / SENDCO

Postholder's name:

Grade: Highsted Academy Trust Band 5: £20,595 – £21,693 pro rata

Hours: 8.00 am to 4.00 pm five days a week, term time only, plus staff development days.

Purpose of job

Establish and maintain relationships with identified pupils and groups in order to provide support for their individual needs (SEND).

To provide learning and care support for pupils with special educational needs (SEN). This will involve working with the teacher to plan and deliver activities and supporting pupils with routines, transitions and behaviour management.

Dimensions

1. Budget:
None

Line management responsibility:

None

Work directly with individual pupils who have a specific educational need.

2. *Statistical information relating to the scope of the job.*

School roll: 900

Agreed by:

Approved by:

Date:

Principal accountabilities

- Contribute to the planning of differentiated learning activities for individual or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom
- Support the teaching of a broad and balanced curriculum aimed at pupils achieving their full potential in all areas of learning
- Share knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- Communicate effectively with parents and carers under the direction of teachers
- Contribute to meetings with parents and carers by providing feedback on pupil progress, attainment and barriers to learning, as directed by teachers
- Supervise pupils engaged in learning activities to ensure that the learning objectives set by the teacher are achieved also ensuring inclusion and acceptance of all pupils within the classroom in order to promote equal opportunities.
- Act as a role model and set high expectations of conduct, establishing and maintaining good standards of behaviour.
- Provide general encouragement and support to pupils in lessons.
- Keep appropriate records, as agreed with the teacher, to enable objective and accurate feedback to the teacher and pupils on the conduct of the lessons.
- Support the use of ICT and other equipment and materials to enable pupils to achieve the learning objectives set by the teacher.
- Accompany staff and pupils on educational visits, taking an active supervisory role as required.
- Undertake internal/external examination invigilation under the direction of the Examinations Officer.
- In line with school policy, undertake a degree of responsibility for the behaviour of pupils around the site.
- Be aware of and comply with policies and procedures relating to child protection (safeguarding children), equal opportunities, health, safety, security, confidentiality and data protection, reporting any concerns to the appropriate person, to maintain a safe and secure learning environment for pupils.
- Provide sensitive individual support for children identified as being vulnerable or needing assistance within school to achieve their personal education plans (SEND).
- Lead the support and supervision of Aim High students accessing the school.

General

- When not engaged in principal responsibilities, to provide administrative support as required by the Office Manager.
- Participate in training and other learning activities as required and attend relevant meetings to ensure own continuing professional development.
- Participate in the performance management arrangements.
- Fulfil, as an employee, legal obligations under Health and Safety requirements, namely those of personal safe practice and the promotion of Health and Safety procedures generally.

This job profile is subject to the conditions of employment contained within the Kent Scheme Terms and Conditions. It is reviewed annually and aspects may be amended through negotiation.

Scope for impact

Support staff in schools make a strong contribution to pupils' learning and achievement.

In supporting individual pupils, Teaching Assistants contribute directly to pupils' learning and will have a significant impact on the development of their life skills and academic progress.

Job context

The post holder must work within the relevant policies, codes of practice and legislation reporting any concerns to the relevant person.

The post holder must have excellent communications skills to be able to inform, persuade and negotiate with pupils and provide feedback to other professionals and parents as required.

The post is based solely within the school, although opportunities to participate in school visits will be available.

Organisational structure

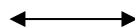
Headteacher

|

KS3 Learning Mentor

|

(Postholder)



Deputy Head

Director of Studies Key Stage 4

Confidentiality

All personal information regarding pupils, parents, employees at the school to which the Teaching Assistant/Cover Supervisor may have access in the course of her work are to be regarded as strictly confidential in all respects even within the working environment. Disregard of confidentiality will be grounds for disciplinary procedure.

Person Specification

| | Essential | Desirable |
|---------------------------|---|---|
| Experience | Educated to GCSE standard (level 2) or equivalent, with GCSE English and mathematics. | |
| | Use of ICT, in particular, office packages such as Word and Excel. | |
| | Evidence of excellent time management skills and ability to multitask. | Successful experience in working with young people. |
| | Knowledge of SIMs. | |
| Personal Qualities | Evidence of working with other professionals as part of a team. | Willingness to take on delegated responsibility. |
| | To be a flexible and helpful member of a team. | |
| | Can do philosophy | |
| | Enjoy working with young people. | |
| | Sense of humour. | |
| | Ability to work under pressure and meet deadlines. | Ability to build on the experience, advice and contribution of others. |
| | Consistently high expectations. | |
| | Self-motivated and self-confident. | |
| Skills | Confidence in dealing with pupils, parents and outside agencies in person and on the telephone. | |
| | To pay attention to detail. | |
| | High-level communication and presentation skills. | |
| | Communicate effectively with groups of children to maintain an orderly atmosphere. | |
| | Think creatively and imaginatively to solve problems. | Ability to anticipate problems and to put strategies in place to evaluate them. |
| | Ability to use ICT effectively to support the job. | |
| | Excellent organisational skills. | |