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**Application Pack**

Teaching Assistant

September 2019





**Welcome**

Thank you for your interest in joining a highly committed staff who want the best for all our students so they are ambitious and hungry for future triumph. Wexham School is welcoming, vibrant and successful and I very much hope that you will join our team as a Teaching Assistant.

Wexham is a highly regarded and successful non-selective maintained school which was judged to be 'Good' in all categories when inspected by Ofsted in November 2017. The main headlines of our inspection were:

* The school’s work to promote pupils’ personal development and welfare is outstanding.
* Professional development for staff is well considered and effective.
* Many integrated elements of the curriculum contribute to the school’s excellent work to prepare pupils for their lives beyond school.
* Staff morale is high.
* Pupils and sixth-form students now make good progress.
* Pupils are sensible, considerate of others, and get on well together and with staff.
* Pupils participate enthusiastically in the rich range of extra-curricular activities.
* Pupils who have special educational needs (SEN) and/or disabilities, including those in the autistic spectrum disorder resource base, receive the best possible physical, educational and emotional support to flourish.
* Sixth-form students mature into thoughtful young adults, and practically all of them move onto worthwhile study, training or employment.
* An above-national proportion of students are in education, training or employment after leaving, something that the headteacher rightly believes to be an important outcome.

A key ingredient of this success has been the priority placed on creating an environment in which both students and staff have the confidence to flourish. My personal belief is that great schools, that demonstrate continuous or sustained improvement, are built on a foundation of highly qualified and committed staff, which can only be achieved through valuing all staff and investing in their professional development.

The school hosts the Slough Schools Sport Network of which I am currently the Chairperson. It supports the schools ethos of outreaching and supporting the local community. As such our sports facilities are excellent.

As the Headteacher of Wexham I very much hope you will join me in what are exciting times ahead for the school and the community we serve as we expand from 5 ½ forms of entry to 8, including a multi-million pound building programme which has very recently **been completed**. If you want to join us then please do read on. I look forward to receiving your application and meeting you in the future.

**Lawrence Smith – Headteacher**

***The school’s work to promote pupils’ personal development and welfare is outstanding.***

***(Ofsted November 2017)***

**Working at Wexham**

Wexham School was awarded the NFER Research Mark in July 2015 following a significant cultural shift to create a vibrant research ethos that is widespread across the school. The school offers a range of research activity involving the great majority of staff and a genuine sense of enthusiasm and passion for enquiry. In our most recent staff survey (June 2019) our provision for staff development was the top rated area of our work. This is crucial for developing the school further and ensuring the very best for our students but also for the well-being and motivation of our staff.

Our staff take part in programmes of professional development such as NPQML and NPQSL. A number of staff are also supported by the school with a Master’s in Education. A partnership with many higher education providers supports this process.

We have developed an extensive and personalised CPD/JPD programme with an emphasis on sharing good practice. It is very rare that our INSET days consist of the whole staff being talked at for extensive periods of times! Instead we use these days to specifically provide training opportunities to selected staff whilst majority use their time to continue their research and update practice as a trusted and committed professional. To support this all staff are provided CPD time as part of their timetable in addition to their PPA and Non-Contact time.

NQTs, ITT and staff on assessment routes are fully supported as they work towards QTS. Our links with Brunel University’s Teacher Training Department, we are an enhanced partner school, are well developed and assist this process. All staff have generous non-contact time in order for them to be developed and further benefit from mentors and coaches.

We share good practice continuously. An open door policy around the school means anyone can observe at any time due to our collaborative and supportive approach. Wexham staff have led on CPD outside of the school at various events, including Local Authority Conferences and at Higher Education providers.

Most importantly our staff are friendly, welcoming and encouraging and this is reflected in the children who are fantastic to teach and support as we do everything we can to provide them the best opportunities and inspiration for their futures to be a success.

**Wexham School Inclusion Department**

Staffing:

Associate Assistant Headteacher and SENCO / Head of Inclusion (Teacher)

Leader of EAL (Teacher)

Leader of Autistic Resource Base (Teacher)

Leader of Inclusion (Teacher) – New Post

Assistant SENCO (Non Teacher)

Learning Support Centre Coordinator (Non Teacher)

Learning Mentor X2 and Teaching Assistants X10

The department has a suite of classrooms in our new building in additional to the Resource Base.

***Professional development for staff is well considered and effective. (Ofsted November 2017)***

**The School**

The School buildings provide an interesting mix of old and new as the school has expanded over the years. The heart of the school was built in the 1960s and currently administration, the school hall, canteen and our Maths department are housed here. In 2017 the School Hall and main reception areas underwent major refurbishment and now provide a light and modern welcome to the school. The Science and Technology block is relatively new addition to the school providing excellent specialist accommodation. Art Studios (including an ICT mezzanine area), Drama Theatre and Music are housed in purpose built specialist accommodation providing excellent facilities. A dance studio, media suite and pottery/ceramics are housed in new purpose built accommodation. The recent addition of a new sports hall which also has classrooms and a fitness suite provides excellent facilities alongside our large Astroturf and field.

In November 2018 we moved into our new multimillion pound ‘Woodside’ Building. This is a major investment by Slough Borough Council as part of its ambitious school expansion programme. We now have 29 brand new classrooms housing Humanities, English, MFL and our SEN departments. In addition a new student services area was provided and at the very heart of the school a new Library including additional Sixth Form study areas.

The School has well developed partnerships across the Local Authority and community where we lead on PE through the Slough Schools Sports Network based at Wexham. We are currently one of four schools in Slough piloting the ‘Health Champions’ initiative and we also jointly co-host the Borough’s PSCHE network. We are an enhanced partner School to Brunel University which sees our staff working with PGCE students at school but also at Brunel.

The School currently has 800+ students (150 in our Sixth Form) and is set to grow. A Resource Base for Autistic Children is attached to the School.

**Our current curriculum**

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| Key Stage 4  Year 9 onwards | Core Subjects – GCSE English, GCSE Maths, GCSE Double Science, PSCHE, PE and then a choice from GCSEs in Geography, RE, History, French, Resistant Materials, Electronics, Food Technology, Business, ICT, Art, Dance, Drama, Music, Triple Science, Media, PE and BTEC Sport and accredited alternative courses. |
| Key Stage 5 | A Levels in RE, English, Media, History, Sociology, Maths, Geography, Psychology, Biology, ICT, Chemistry, Economic, Business and BTEC Level 2 and 3 courses in ICT and Travel and Tourism. |

***Many integrated elements of the curriculum contribute to the school’s excellent work to prepare pupils for their lives beyond school. (Ofsted November 2017)***

**Wexham School**

**Teaching Assistants**

**30 hours per week**

**REQUIRED AS SOON AS POSSIBLE**

Salary: Level 3 SCP: 5-7

Salary Range: £19,721 - £20,480 (FTE) including London Weighting

Actual Salary: £13,936 - £14,472

Term Time Only

Due to a rise in student numbers we require new Teaching Assistants to help support our children with Special Educational Needs in the classroom. Wexham School is a friendly and vibrant school with a highly committed staff. We are proud to be a non-selective secondary school with a sixth form, which Ofsted judged to be ‘Good’ in all categories in November 2017. These are exciting times to join us as we expand and having recently (Nov 18) moved a substantial part of the school into brand new accommodation.

***Staff morale is high. (Ofsted November 2017)***

**We are committed to safeguarding and promoting the welfare of children and expect all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and an enhanced DBS clearance.**

**Closing date: Wednesday 23rd October @ 12 noon**

**We reserve the right to interview potential candidates before the close date.**

To obtain an application pack please download the relevant attachments from our website www.wexhamschool.co.uk where further information can also be found about the school.

If you have any other enquiries please contact Anita Brudenall-Jones on 01753 526797 or email recruitment@wexham.slough.sch.uk.

**In applying for this role please ensure you complete the application form fully, including:**

* **A full work history.**
* **Naming two referees, one of which must be your current employer.**
* **Including a letter/statement of application that must not exceed two sides of A4, this should address areas identified in the Person Specification.**

**Job Description**

**Teaching Assistant – Level 2**

**Line of Accountability**

Assistant SENCo / Leader of Resource Base

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| **Main purpose of the job** |
| To provide an efficient and high quality support to identified students, under the supervision and direction of the Assistant SENCo and where appropriate the class teacher. |
| **Core Job Functions: Teaching and Learning** |
| 1. Develops and uses knowledge and skills e.g. literacy, numeracy or science to contribute to student learning. 2. Monitor, evaluate and records students’ progress and reports this as directed. 3. Use information and communication technology to support students learning. 4. Contribute to the planning and evaluation of teaching and learning activities under the direction of a teacher. 5. Works with small groups or individual students to enable learning. 6. Provides support to the teacher by accompanying students on off-site activities. 7. Discusses with the teacher and contributes to curriculum and classroom planning – informally and at meetings. 8. Works as part of a team to ensure that the wellbeing, behaviour and personal development of students enhances their learning opportunities and life skills. 9. To assist students to develop independence. 10. Assist in the educational and social development of all students. 11. Have full relevant knowledge of students medical and physical needs and able to refer to the relevant person should a problem arise. 12. Have a full knowledge of student’s social, emotional and behavioural needs and ensuring that any disclosure a student may make must be reported to the classroom teacher and Child Protection Officers immediately. |
| **Core Job Functions: Personal Responsibility** |
| 1. To adhere to all school policies including those relating to Race Equality, Equality Opportunities, Safeguarding and Health and Safety. 2. To attend training and meetings as necessary and cascade any relevant information to relevant staff and stakeholders as appropriate. 3. Be an excellent role model for all members of staff and for students in all aspects of school life. To be an exemplar of all school policies and practices to include risk assessments as appropriate. To actively promote the aims of the school. 4. Support, promote and comply with decisions and policies agreed by the SLT and the governing body. |

This job description is current as at the date shown, but following consultation with you, may be changed by Management to reflect or anticipate changes in the job which are commensurate with the salary and job title.

Ensure that the health and safety of all students and staff is promoted and maintained to a high standard at all times in accordance with the school’s relevant policies and procedures.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

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| **Safeguarding Children** |
| In accordance with the School’s commitment to follow and adhere to the Department for Education’s guidance entitled ‘Keeping Children Safe in Education’ (September 2019) and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment which always focuses upon the best interests of the students and the school.  You are required to have enhanced DBS clearance.  You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times. |
| **Confidentiality** |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of the Wexham School or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. |
| **Data Protection** |
| During the course of your employment you will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1984 and are properly applied to student, staff and school business/information. |
| **Freedom of Information** |
| The post holder must be aware that any information held by the school in theory could be requested by the public, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the school's policies and procedures. |
| **Smoking Policy** |
| Smoking is not permitted in any premises or grounds managed by Wexham School. Smoking is not permitted in school vehicles or in any vehicle parked on school premises. |

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| **PERSON SPECIFICATION:**  **Teaching Assistant Level 2** | | |
| **Qualifications and Training** | **Essential** | **Desirable** |
| Teaching Assistant Qualification – NVQ Level 2 and likely to be training towards Level 3 |  | ✓ |
| Recent and relevant continued professional development and or additional qualification relevant to post | ✓ |  |
| Educated to GCSE level or equivalent in Maths and English minimum grade C or Level 5 | ✓ |  |
| **Knowledge**  **Able to evidence and apply secure up to date knowledge and good understanding of:** | **Essential** | **Desirable** |
| Autistic Spectrum Disorder, Asperger’s Syndrome, ADHD, dyslexia and other learning difficulties | ✓ |  |
| Knowledge and understanding of the need to maintain a consistent, calm environment and the ability to manage any changes to the environment appropriately. | ✓ |  |
| Innovation in developing and implementing work with students | ✓ |  |
| Knowledge and understanding of positive behaviour management strategies | ✓ |  |
| A good up to date understanding of child protection and safeguarding issues and procedures. | ✓ |  |
| Good working knowledge of Health and Safety or First Aid |  | ✓ |
| **Experience required** | **Essential** | **Desirable** |
| Development as for TA Level 1 and also courses related to the curriculum advanced literacy support, behaviour difficulties etc. |  | ✓ |
| Demonstrable success in working with students with learning difficulties | ✓ |  |
| Experience of providing effective support for students with ADHD, dyslexia, Asperger’s or Autism or other learning difficulties | ✓ |  |
| A proven track record of implementing effective strategies to support the needs of all students to raise achievement | ✓ |  |

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| **Aptitude and Skills – Communication**  **Able to demonstrate evidence of:** | **Essential** | **Desirable** |
| Ability to communicate effectively with students and adults | ✓ |  |
| Able to work with students within school behaviour management policy | ✓ |  |
| Able to clarify and explain instructions to students | ✓ |  |
| Able to motivate students to learn | ✓ |  |
| Ability to communicate effectively within a diverse range of audiences, including children, parents and carers, governors, staff and outside agencies | ✓ |  |
| Being patient but firm | ✓ |  |
| The ability to display a positive attitude and a good sense of humour | ✓ |  |
| Able to work calmly and remain unflustered in challenging circumstances | ✓ |  |
| **Aptitude and Skills** | **Essential** | **Desirable** |
| Good level written and spoken English | ✓ |  |
| Accurate numeracy skills | ✓ |  |
| Effective ICT skills | ✓ |  |
| Able to prepare resources for teaching and learning activities and create displays | ✓ |  |
| **Aptitude and Skills – Personal Management**  **Able to demonstrate evidence of:** | **Essential** | **Desirable** |
| Able to undertake administrative procedures to support the work of the teacher | ✓ |  |
| Able to assist with the organisation of the learning environment | ✓ |  |
| Good interpersonal and people skills to inspire, motivate and support students | ✓ |  |
| Good organisational and administrative skills which support the work of the teacher | ✓ |  |
| **Personal Qualities** | **Essential** | **Desirable** |
| Ability to follow and interpret instructions correctly and guidance | ✓ |  |
| Able to plan, prioritise and organise own work schedule | ✓ |  |
| Consistently demonstrate the behaviours expected by virtue of being a person in a position of trust | ✓ |  |
| Committed to undertaking professional training and assist with the professional development of others | ✓ |  |
| Demonstrate reliability and integrity | ✓ |  |
| A genuine concern to secure the educational progress of students irrespective of their background or ethnicity | ✓ |  |