



TEDDINGTON SCHOOL

# TEACHING ASSISTANT

## Application Pack



Bourne Education Trust



# WELCOME

## MESSAGE

**Paul Grills**

**Headteacher**

Thank you for your interest in working at Teddington School. I am actively seeking innovative, enthusiastic and dynamic staff to join us and I hope you will become part of our team. This pack has been designed to give you a flavour of what Teddington school has to offer, but I would also encourage interested candidates to visit the school for a tour to see us in action.

At Teddington School, we firmly believe that every child is entitled to an excellent educational experience, which is inclusive, offers academic rigour, opportunity, and enables students to leave equipped with the skills to succeed in whichever future pathway they choose in their adult lives.

Staff at Teddington maintain the highest standards, have a positive outlook, are inventive in their thinking and adopt a 'can-do' approach. We are continually looking to the future as we work with the whole community and strive for even greater success. We are committed to identifying, developing and retaining talent amongst our staff with a bespoke CPD package in place for all of our team.

We have also recently been awarded Silver status for the School Mental Health Award. This is a nationally recognised accreditation which has been assessed by Leeds Beckett University in partnership with the Minds Ahead charity. This award recognises the exemplary work we have done to support students, staff and our community.

Our school is located on a modern and attractive campus that overlooks the River Thames. Inside our school, you will find a professional working environment with a calm and caring atmosphere based on mutual respect between all stakeholders.

If you wish to visit us or have an informal discussion with myself or one of the team about the post before applying, please contact our HR Officer on 020 8943 0033 or you can email [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org).

I look forward to receiving your application.

# TEDDINGTON SCHOOL OVERVIEW

## ABOUT US

We are a large, fully inclusive, over subscribed secondary school based on the outskirts of London in the leafy borough of Richmond Upon Thames. In recent years we have quickly become the school of choice of the local community and pride ourselves on providing a highly professional, friendly environment where students and staff can thrive.

The 'Teddington Pillars' underpin the rounded offer for students. We firmly believe that every child is entitled to an 'excellent education', which offers breadth of curriculum, academic rigour and opportunity regardless of background. A student's education at our school enables them to leave as 'healthy learners', well rounded 'global citizens' who are 'future ready' and equipped with the skills to succeed in whichever pathway they choose.



**EXCELLENT  
EDUCATION**



**GLOBAL  
CITIZENS**



**FUTURE  
READY**



**HEALTHY  
LEARNERS**

At Teddington, teachers, parents and students all believe in creating opportunities beyond the academic curriculum. Whilst we are proud of our examination results, we know that those alone do not make for a well-rounded person; we are committed to developing the whole child.

# OUR VISION & VALUES

*'Inclusion, opportunity and excellence'*



## VISION

At Teddington School we have four clear strategic goals. We strive to:

- Be the **'go to'** school for the community
- Be an **inclusive** place for all
- Be leaders in the **enhanced education experience**
- Be **outward facing and highly collaborative**

Click [here](#) to read more about our vision and values.

## OUR VALUES

### INCLUSION:

Teddington School is a welcoming community in which all can flourish. We are proud of our differences and strengthened by our common goals.

### OPPORTUNITY:

We offer all students experiences necessary to nurture their talents and take their next steps in further education and careers.

### EXCELLENCE:

We are constantly striving towards this target to ensure that all students make progress and achieve their full potential.



# SCHOOL PERFORMANCE

Academically, we are a high performing school who are consistently ranked in the top 20% of similar schools nationally.

In 2024 at A Level, 29% of students achieved A\*-A grades, 52% of achieved A\*- B grades and 32% of students have attended prestigious Russell Group universities.

At GCSE, 28% of students achieved grades 7-9, 66% achieved grades 9-5 and 80% achieved grades 9-4.

Click [here](#) to view our prospectus

## OFSTED REPORT



This is a 'Good' school where pupils enjoy their lessons, feel happy and are safe.

Pupils are respectful towards one another and value the positive relationships that they have with staff.

Leaders have high expectations of pupils and, in return, behaviour is typically calm and orderly.

Any low-level behaviour in lessons is dealt with well. Bullying is not tolerated. Pupils know that it will be quickly dealt with by staff.

Teaching takes place within a supportive and inclusive classroom environment.

Teddington is a caring environment, where diversity is recognised and celebrated in the curriculum.

Click [here](#) to view Teddington School's latest Ofsted report.





# BOURNE EDUCATION TRUST OVERVIEW

## ABOUT BET

Bourne Education Trust ('BET') is a successful multi-academy trust made up of twenty three schools (plus four further associate schools), across primary, secondary and specialist school phases in Surrey, Hampshire and the London Borough of Richmond upon Thames.

Specialising in supporting schools to improve their performance, BET continues to grow a community of like-minded academies with the highest aspiration and dedication to achieving the best outcomes for their learners.

At BET, we are responsible for the education of approximately 13,000 pupils and employ a dedicated team of just over 1,500 staff members. Our organisational structure is designed to facilitate collaboration and innovation, with schools grouped into phases and clusters to further allow specialised and cross-phase work.

The size of our schools range from a one-form entry primary to an eight-form entry secondary school with a sixth form, however schools are equally important and carry the same influence in terms of decision-making in line with our commitment to inclusivity and fairness.

Central to our mission is the belief that every child, regardless of their background, deserves access to a high-quality education and as an employer we know that our people are the key to our success – so for this reason you will find a culture of excellence across our schools, inspiring confidence and belief in our communities.

# BET VALUES

BET's values are summarised by our strapline: '**Transforming schools; changing lives**'. We absolutely believe that all children regardless of context or background deserve a great education, hence our involvement in schools and communities that have not always experienced this.

Whilst we want our schools to retain their own identity, all BET schools share environments that are extremely warm and welcoming, professional, relentlessly positive, highly aspirational and characterised by happy and safe pupils with excellent relationships between them and the staff.

In all classrooms and beyond pupils enjoy creative and effective teaching and learning that fosters belief and confidence.

# BET PHILOSOPHY

Our philosophy is to have schools working as effectively as possible and serving their community. We err towards independence but never forget we are one organisation working together.

Our schools welcome the support of the Trust and its collective ethos but relish their remit as local schools and the responsibility that brings. We are highly focussed on our work on equality, diversity and inclusion ('EDI') and environment, social and governance ('ESG') to ensure our organisation is highly sustainable and a driver for social justice. This permeates through our Trust-wide think tank, our CPD offer and our quality assurance approach.

For more information, please visit our website [www.bourne.education](http://www.bourne.education).





# BET BEHAVIOURS

4 shared behaviours - we are reflective, aspirational, optimistic and inclusive.

## REFLECTIVE

- ✓ Being outward facing and continually scanning the horizon
- ✓ Making decisions carefully, drawing on evidence, risk analysis and research
- ✓ Deploying school resources so they are sustainable and have long-term impact to safeguard the future for our young people
- ✓ Learning without borders by working with and learning from different phases, specialisms and sectors

## ASPIRATIONAL

- ✓ Creating a culture of high performance and professionalism where morale, health and wellbeing are high
- ✓ Holding one another to account and having the courage to challenge and to question
- ✓ Creating great places to work where people feel supported, empowered and encouraged to achieve their ambitions
- ✓ Creating community confidence and pride in our schools and Trust

## OPTIMISTIC

- ✓ Being resilient, energetic, proactive and positive whilst taking responsibility for solving issues
- ✓ Believing that everyone has potential, is valued and can contribute. Clearly identifying and sharing why we do what we do
- ✓ Focusing on the team's outcome and not just the individual

## INCLUSIVE

- ✓ Acting as a positive force for equality; creating communities where everyone can be their authentic self and have a sense of belonging
- ✓ Committing to social justice and sustainable leadership whilst acting with humility and integrity
- ✓ Learning about our biases and blind spots and challenging expectations and stereotypes
- ✓ Showing high levels of emotional intelligence, being highly visible and communicating precisely, accessibly, and confidently

# JOB DESCRIPTION



|                  |  |
|------------------|--|
| <b>Location:</b> | Teddington, TW11 9PJ   |
| <b>Contract:</b> | Permanent 31.67 hours per week (8:20am - 3:20pm) 37 weeks per year   |
| <b>Salary:</b>   | NJC 7-10 £22,080 actual per year (£29,346 - £30,630 FTE)   |
| <b>Benefits:</b> | Workplace pension through LGPS Pensions; occupational sick pay; recognition policies for exceptional performance and long service; ongoing training, learning and development opportunities; HR and well-being support; family friendly policies; network of support |

## Role Purpose:

Responsible for providing highly effective, targeted provision and care to pupils, in support of and under the guidance of Teachers and Senior Leaders, in order to raise standards of achievement for pupils to become independent learners. Ensuring the effective support of pupil welfare and the inclusion of all pupils in all aspects of school life in line with school and Trust policies, promoting the ethos and the values of the school and Bourne Education Trust.

## Responsible To:

Headteacher

## Main Duties and Responsibilities:

Supporting the learning of pupils

- Working as part of a team, under the direction of the responsible Teacher, support teaching provision, development and implementation of learning for pupils
- Under the guidance of the responsible Teacher, facilitate the learning of individual pupils and groups, setting high expectations and promoting positive attitudes to learning
- Prepare, plan and deliver specific intervention programmes, adjusting activities according to pupil response and need

- Promote and support the development of pupils' social and emotional needs
- Provide supervision of positive and enjoyable break and lunchtimes for pupils including organising and participating in games and activities
- Promotion and facilitation of extra curricular activities, after school clubs, targeted boosters and residential trips where appropriate

### Supporting Teachers

- To understand and follow teaching plans in order to support pupil development and to scaffold learning as appropriate
- To support with the preparation of learning materials as required
- To monitor and evaluate pupil responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
- To provide the Teacher with objective and accurate feedback and reports on pupil progress, ensuring the availability of appropriate supporting evidence
- To be responsible for keeping and updating records as agreed with the Teacher, contributing to reviews of records where appropriate
- Undertake the marking of pupil work in line with the school marking policy as required
- To administer and assess routine assessments and assist in the invigilation of SATs and tests as required
- To promote home school partnerships for all children including those with SEND via the schools approved communication channels
- To work within the schools behaviour policy to anticipate and manage behaviour constructively, promoting independence

## **KEY SKILLS REQUIRED:( E = ESSENTIAL / D = DESIRABLE)**

- Ability to demonstrate an awareness, understanding and commitment to the protection and safeguarding of children (E)
- GCSE English and Maths (or equivalent appropriate qualification) (E)
- Ability to evidence effective continuous professional development (E)
- Relevant experience of working with children in an education setting (E)
- Relevant experience of working in a special education setting (D)
- Ability to evidence effective communication with a wide audience / range of stakeholders (E)
- Ability to evidence excellent IT skills on a wide range of programmes and software (E)

## **PERSONAL QUALITIES**

At Bourne Education Trust, our culture and our values are important to us, as outlined in our BET Behaviours which set out the key qualities we would expect any colleague to demonstrate. We foster a reflective, optimistic, and aspirational approach and we expect our colleagues to be collaborative, innovative, committed, engaged and professional. Diverse and inclusive, we encourage you to act as a positive force for equality, helping us create communities where everyone belongs. We encourage our colleagues to take part in school and cross Trust teams and we will invest in you through Continuous Professional Development.

## **HEALTH AND SAFETY:**

The board of trustees, local governing committees (LGC) and all leaders across Bourne Education Trust recognise and accept their responsibilities to provide a safe and healthy work environment for all employees, students and visitors. We expect all colleagues to take reasonable care of their own health and safety and that of others who may be affected by their actions at work. All BET employees must co-operate with us to access proper training and to make sure they understand and follow the Trust's health and safety policies and procedures, and to help everyone meet their legal requirements. All colleagues must take responsibility for reporting concerns relating to health and safety matters through appropriate channels.



# APPLICATION PROCESS

Thank you for your interest in this role, we look forward to receiving your application. Candidates should be aware that the closing date for applications is Friday 6th December at 3pm, however prompt applications are encouraged as we reserve the right to close this vacancy if sufficient applications have been received.

To apply for this position, you must complete a Bourne Education Trust online application form (CVs without a fully completed application form will not be considered). Candidates applying via other job sites should follow the instructions provided.

We would welcome the opportunity to show you around the school and to answer any questions. To arrange a visit or to discuss the role further, please contact: Zahra Diamond, HR Administrator on [hrdepartment@teddingtonschool.org](mailto:hrdepartment@teddingtonschool.org)

## **SAFEGUARDING:**

Bourne Education Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The appointment will be made subject to an Enhanced Disclosure and Barring Service approval ('DBS') as part of our rigorous approach to safeguarding our children.

## **EQUAL OPPORTUNITIES:**

Bourne Education Trust is committed to equality of opportunity for all colleagues, pupils and other stakeholders. Applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage and civil partnerships.