



Upper Shirley High School
Bellemoor Road
Southampton SO15 7QU
Co-ed Comprehensive (11-16)
Tel: 023 8032 5333

Role: Teaching Assistant
Hours: 37 hours/per week (Term time only)
Grade: 6
Actual Salary: £17,191 - £19,778 (depending on experience) FTE Range £20,088 -£23,111
Start date: As soon as possible

Message from Stuart Woods, Headteacher:

"Everyone who comes to USH comments on how great it feels to spend time here and I attribute that to the amazing staff and students who come here because they love it. The successful candidate will have the opportunity to genuinely shape the future and help us reach outstanding."

We are looking to appoint an outstanding Teaching Assistant to join our dynamic and forward thinking inclusion team. The successful candidate must be able to deliver high quality support across Key Stages 3 & 4 for students with a variety of additional educational needs. This role offers an excellent opportunity for a dedicated team player committed to support our students to overcome barriers in their learning and to help them to achieve their best. The main priority will be to improve learning for our young people.

The successful candidate will:

- Be highly motivated
- Be keenly interested in children as individuals, in how they learn and in a co-operative approach to learning
- Be able to establish a rapport with adults and children
- Be able to demonstrate qualities of patience, firmness and sensitivity in establishing relations with students and staff
- Show initiative, tact and flexibility in establishing successful working relationships with a number of children across a variety of subject areas

We can offer you:

- An open and honest professional culture and learning community
- A dedicated team who place students at the heart of everything
- Amazing students who are proud to be part of the school

Do you have the desire and ambition to work in a supportive, energetic and innovative school where students are making significant and sustained progress? If so please apply.

We will be delighted to give you a tour of the school before you apply if you wish. Please email Georgina.Figgins@ushschool.org to arrange a tour.

Full details and application forms can be downloaded from our website www.ushschool.org from the 'Staff' section. Please return completed application to Applications@ushschool.org. Please also include a statement highlighting evidence of your work with children and the impact that this has had.

To give your application the best chance at being short-listed, where at interview you can demonstrate suitability for the role, please ensure you read the person specification and job description and give examples in your application. Should you be new to the education sector or do not have direct examples related to the person specification, do please provide examples from a similar experience.

Closing Date: Noon, Monday 25th February 2019

Interview Date: Monday 4th March 2019

THE JEFFERYS EDUCATION PARTNERSHIP

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Trust. At the Hamwic Trust we offer unique opportunities for those individuals that excel in education.

We aim to deliver an outstanding education to our pupils and to do so we must employ ***outstanding*** people.

We offer a training pathway for all employees including teachers, support staff and our middle and senior leaders.

Our staff have opportunities to work on cross phase projects and to work in other schools within the Trust in order to gain invaluable experience and enhance their skills.

All schools with the Hamwic Trust are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to Disclosure and Barring Service checks along with other relevant employment checks.

POST TITLE: Teaching Assistant
GRADE: Grade 6
CONTRACTUAL ARRANGEMENTS: 37 hours per week, term time only
ACCOUNTABLE TO: SENCo (Special Educational Needs Co-ordinator)

PURPOSE OF THE JOB

- To assist teachers in providing a learning environment that enables all students to access the curriculum and learn to the best of their ability
- To work with and support students with a variety of academic, physical and emotional/behavioural needs on a class, group or individual basis

KEY ACCOUNTABILITIES

1. To work with individuals or groups of students, as directed by the class teacher and/or SENCo, to support subjects and learning across the whole curriculum (according to the requirements of the school, this may include the supervision of a classroom for periods of time);
2. To establish supportive, caring and secure relationships with the student/ students, promoting respect, self-esteem and a positive, inclusive whole school ethos;
3. To develop knowledge and understanding of specific academic, physical and emotional/behavioural needs of individuals and groups of students and respond to them effectively;
4. To assist the class teacher/SENCo with the planning, development and delivery of suitable programmes of work for students (i.e. Individual Education Plans), including those with specific learning needs and/or a statement of Special Educational Needs;
5. To support class teachers to design, create and produce learning activities, materials and resources to support aspects of the curriculum or particular learning outcomes, and to assist and support the students in using them;
6. To help, support and motivate the students, clarifying instructions, encouraging independent learning and behaviour and enabling learning targets and outcomes to be achieved;
7. To contribute to monitoring and recording pupils' progress, maintaining records and providing relevant feedback to teachers;
8. To provide welfare support to the students, including administering First Aid (dependent on training) and attending to personal hygiene and identified medical needs as required;
9. As directed by the Class Teacher or SENCO, to liaise with outside agencies, where appropriate, in respect of individual students;
10. To assist with general school duties. These may include:

- a. Setting up classrooms, preparing resources and displays and tidying and clearing away
- b. Supervision of students during break times
- c. Supervision of students entering and leaving school premises

Supporting the school

At an appropriate level, according to the job role, grade and training received, all employees in the school are expected to:

1. Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
2. Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
3. Take appropriate responsibility for safeguarding and student welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
4. Be aware of health and safety issues and act in accordance with the school's Health and Safety Policy.

OTHER DUTIES

The postholder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or receives appropriate training to carry out these duties.

The postholder must:

- Ensure that trust policies and procedures are implemented and followed;
- Work as appropriate with the Trust Central Services team in matters relating to finance, HR, IT and Health and Safety

TEACHING ASSISTANT – GRADE 6

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>KNOWLEDGE</u>			
Previous experience of working with/ guiding the learning of children, preferably within a school setting	To take a lead role in learning activities as set and supported by the class teacher	Highly desirable	5
Administrative skills and experience	To help ensure accurate record keeping, monitoring and data collection in respect of pupils' attendance and attainment	Now	4
GCSE Grade C (or equivalent) in English and Maths	To demonstrate a satisfactory level of numeracy and literacy to assist children's learning	Now	5
Qualification to Level 3 NVQ (or equivalent) in a relevant discipline	To provide the theoretical framework and context for responsibilities and duties of a TA	Desirable	4
<u>MENTAL SKILLS</u>			
Ability to observe, monitor and analyse learning and learning outcomes in a practical context	To support the review of pupil performance and attainment through observation, monitoring and feedback to the class teacher.	With training on systems	3
Creative ability	To create learning materials, displays and pupil resources that support classroom activities	Desirable	2

TEACHING ASSISTANT – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>INTERPERSONAL & COMMUNICATION SKILLS</u>			
Ability to communicate information and ideas effectively to a range of audiences, including children with specific learning and/or behavioural needs, through good written and oral communication skills	To support class room based learning for pupils	Now	5
Ability to maintain children’s interest and motivation for learning and to maintain discipline	To develop and maintain effective working relationships with colleagues, pupils and “partners” of the school (Parents, PSA, Governors, Visitors)	Ability now; support given	4
Ability to work well as a member of a team	To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising from breaches of the school’s disciplinary rules		
	To support colleagues and maintain effective working relationships	Now	5
<u>PHYSICAL SKILLS</u>			
Ability to make and use a variety of resources	To support the classroom learning and assist children with creative work	Desirable; not essential	2
<u>INITIATIVE & INDEPENDENCE</u>			
Working within established procedures, to use own judgement and initiative	To work alone with individuals or groups of children and to deal with unexpected/unusual situations or problems	With support	4
<u>PHYSICAL DEMANDS</u>			

TEACHING ASSISTANT – GRADE 6			
SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
Limited			
<u>MENTAL DEMANDS</u>			
Awareness of needs/demands of young children and how they act/react	To react to children’s needs and demands and to ensure their safety and welfare	Awareness now	4
Ability to deal with interruptions and unexpected peaks in workload	To cope with situations where several children require attention at the same time	Ability now	4
<u>EMOTIONAL DEMANDS</u>			
Ability to work with, support, understand and empathise with children	To work with individuals or groups of children of all abilities (including the very able and those with specific learning difficulties) To work with children who require special/additional support due to physical and / or emotional needs	Ability/aptitude essential now. Training given in specific procedures	5
<u>RESPONSIBILITY FOR PEOPLE</u>			
Understanding of key safeguarding issues and procedures	To ensure correct reporting and monitoring of any safeguarding issues arising across the school; To maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information	Good understanding now – training given in specific school procedures	4
<u>SUPERVISION</u>			
N/A			

TEACHING ASSISTANT – GRADE 6

SKILLS/ ABILITY/ EXPERIENCE	TO DO WHAT?	HOW WELL? NOW OR WITH TRAINING?	HOW IMPORTANT AT THE TIME OF APPOINTMENT?
<u>FINANCIAL RESPONSIBILITY</u> N/A			
<u>PHYSICAL RESOURCES</u>	Some responsibility for safe and secure storage of materials and resources		