

Teaching Assistant Additional Provision

Salary £24,795 - £25,583 (Actual £16,830 - £17,364)

+ Local Government Pension Scheme

30 hrs p/w term time only (8.30 – 3.00 - 38 weeks)

Permanent Contract

Start date: September 2026

Closing date: 9am on 2 July 2026

Interview date: 7 July 2026



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Welcome from Nigel Wright, Headteacher

Welcome and thank you for your interest in working with us at Oakmoor School. We are a growing school and need to expand our teaching team.

If the following interests you then do keep reading...

- An additional week holiday at October half term. You will never work more than 7 weeks in a row.
- Centralised detentions
- Significantly under directed time
- Supportive SLT who are present around school every lesson every day

Oakmoor is brand new, state of the art secondary school situated in a 22 acre tree lined site on the edge of the South Downs National Park.

We are a friendly, vibrant school with high standards and expectations. We pride ourselves on knowing every young person as an individual and challenging each of them to have the highest possible aspirations.

We are a highly collegiate staff with high expectations of ourselves and each other surrounded by like-minded, high calibre colleagues, who strive to provide the best education possible for our students. It is an exciting time to be joining our brand new, vibrant school where all staff are valued and their contribution to the organisation as a whole is recognised.

Teachers are very well supported by an excellent professional support team at all levels who share our goal of every child achieving their very best whilst enjoying a rich and varied curriculum with plenty of opportunities to excel outside the classroom.

Students at Oakmoor display excellent behaviour in lessons and around the school. Teachers plan highly engaging lessons tailored to the needs of our students allowing high levels of progress to be enjoyed. Students benefit from a wealth of extra-curricular activities, including trips and visits to enrich their experience at our school.

Our Plan-Deliver-Assess focus means that we have stripped away unnecessary bureaucracy and meetings allowing teachers to spend time on the 3 most important parts of their role. Teachers have time to plan great lessons, enjoy delivering their lessons and assess progress efficiently to inform the next stage of their planning to meet student need.

Four years' ago, one of our staff-led school improvement groups, piloted a new approach to assessing the work of students in their classes to inform their planning, rather than providing detailed feedback to every child individually. The pilot was highly successful and is now our whole school approach to assessing and planning.

Every teacher has saved a significant amount of time by no longer making detailed notes in every child's book which was having a limited impact on student progress. Teachers now use this time to plan more precisely to address misconceptions and tailor learning to their classes.

Removing other time-consuming activities which prevent teachers from doing their job effectively has also led to considerable student enjoyment and progress which has consequently improved GCSE outcomes for our students. It also means great teachers stay at Oakmoor and we have created an exceptional teaching staff here.

At Oakmoor we encourage staff to develop and many of our teaching and professional support team have been successful with internal promotion in recent years. This provides excellent continuity for the school and allows colleagues the opportunity to progress whilst remaining in the school they enjoy being part of.

We have cutting edge technology throughout the site and the latest specialist equipment for key areas such as science, technology and performing arts. Our main buildings surround a central court yard which includes covered areas for outside dining accessible from the dining hall and seating areas accessible from the learning resource centre for reading at break and lunch times.

There is an abundance of green spaces which include several sports pitches, an athletics track, a nurture garden and a forest school area for outside learning and activities. The whole site is bordered by mature trees providing a relaxing and inspirational backdrop to the learning environment.

We are a very successful school where high levels of respect and conduct prevail. Our success shows that when you couple high quality pastoral care with high standards and expectations, young people are able to flourish and to achieve their very best.

Visitors comment on our purposeful learning environment and our delightful students.

Let Oakmoor look after you and your career.



Working at Oakmoor School - A View from our Staffroom

There has been a real focus on reducing workload and unnecessary meetings. This has resulted in fewer after-school meetings. Even more significantly, we now have a whole-class feedback policy which has reduced time spent marking and given staff more time to focus on planning for progress.

Mr Denton, Mathematics Department

I have worked at Oakmoor School for over 20 years. In those years I have loved working here. We have a special staff team who are extremely supportive of one another. The students I work with are appreciative of the work I do and are always grateful for the time I give to help them.

I always said I would look to work in another school after 5 years of arriving but the wonderful students and staff have kept me here

Mrs Hale, Technology Department

I have worked at Oakmoor School for almost 7 years. Oakmoor provides students with the necessary knowledge, skills and attitude for their development, which ensures a wider scope and prospective about education and what career choice to make in the future. My work colleagues are very supportive and friendly, which creates a sense of community and team spirit.

Mrs Kelly, Administrative Department

Professional Support and Development

At Oakmoor we offer a diverse programme of professional development to enable teachers to enrich their practice in areas that they have identified and want to develop. Professional development is closely linked to our school strategic plan, our Teaching and Learning Principles, and individual performance management. This is to ensure that we are improving and enhancing the school as well as our individual practice. We are committed to creating a culture where every teacher can continuously develop and improve, “not because they are not good enough but because they can be even better.” In such a culture “there is no limit to what we can achieve.” (Dylan Wiliam).

Our performance management system is entirely focused on teaching, with time provided for teachers to work on developing their practice. All teachers identify an aspect of their teaching to focus on, research evidence-based teaching strategies, and then undertake a period of deliberate practice, monitoring the impact of this on students’ learning. The outcomes of this are shared within departments and wider across the school so we all contribute to our professional learning community.

Staff also have access to wide variety of training opportunities, through the University of Chichester Academy Trust, the Research Schools Network, the National College, Hampshire Teaching and Leadership College, and a range of other providers. A number of colleagues have participated in the NPQ programmes in recent years. We encourage everyone on our team to take their professional development seriously and are keen to support wherever we can.

For Early Career Teachers (ECTs), our programme has been recognised as delivering the highest grading for guidance and support for our newly qualified teachers. Our ECTs have a mentor who works in partnership with them to ensure that they continue to develop throughout the academic year. Their mentor observes lessons and provides regular feedback on the quality of their teaching as well as offering helpful advice on how to improve further. This support programme continues once qualified teacher status has been achieved, as staff progress into our Recently Qualified Teacher (RQT) programme, This has been developed to ensure that support and professional learning is on-going, as we recognise that we have different needs at different stages of our career.

For professional services staff wishing to become teachers, we have a successful School Direct programme which is delivered jointly through our close link with the University of Chichester. This programme provides an opportunity to train with us for one year and includes a second placement in another school for one half term. When accepted onto our School Direct Programme, trainees are fully integrated into our staff team and are supported to ensure that they are given every opportunity to develop the skills required to become an outstanding teacher. To date, we have a 100% pass and employment rate and we expect to see this continue in the future.

University of Chichester Multi-Academy Trust

The University of Chichester Academy Trust ('the Trust') is uniquely placed to make a difference to the local education landscape. Schools who join our Trust do so because they wish to work with like minded schools who have a shared passion for pupil centred learning, and a desire to work together for the benefit of the wider community that we serve. The Trust is a member of the Confederation of School Trusts and The Queen Street Group.

The Trust has 15 academies in its education family, based in Hampshire, Portsmouth and West Sussex, and a SCITT. Although we share the same vision and values, each of our academies have their own identity which defines them within their local community. The Trust is strongly committed to valuing the uniqueness of each school and governance, through local governing bodies. We offer:

Co-Leadership Approach

The headteachers of our academies all lead their own schools and contribute to the wider leadership of the Trust. Our headteachers have a key role in driving the policies and procedures of the Trust and in leading areas of strategy and projects across our academies.

A Shared Vision

For all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

A Shared Mission

To create a vibrant, inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

Achieve More, Challenge Thinking, Shape Futures

The collective strategic priorities of the Trust are outlined below. The Trust's Education Development Team have developed a programme, with the University of Chichester, to support all teachers, ensuring evidence-informed practice and professional enquiry promote and meet the strategic priorities.

Learning and Society

Ensure our curriculum offer allows all of our pupils to achieve more and identify with their school community and society as they journey through each of our schools and work closely with our University sponsor.

Strategic Leadership

Develop the leadership capacity and impact of our staff so that they are professionally developed in line with our Trust ambitions and their professional learning pathway.

Collective Responsibility

Invest in and support our staff so that they collaborate to strategically raise the standards all pupils reach and embed evidence-based practices that have an impact on pupils' learning and identity.

Trust Identity Ensure our Trust identity and narrative, including our Equality, Diversity and Inclusion commitment, is known to our communities within and outside of the Trust, so that they see, help shape and benefit from being part of the University of Chichester Academy Trust.

Together we make a difference

Our Promise to you:

- Be a member of a high performing team
- A school which is committed to continued rapid progress and the achievement of excellence
- Involvement in a brand new, purpose-built academy with carefully planned internal and external spaces, well-equipped ICT resources, learning resource area and state of the art technology

A focus on you:

- Opportunities for shared learning and collaboration across the University of Chichester Academy Trust and the wider network
- Extensive professional and personal development opportunities
- Access to current research and expertise from the University of Chichester

Reward and Benefits:

- A pay and reward package which values all staff and recognises the importance of staff in contributing to the achievements and success of the Academy and Trust
- Eligibility to join NUS Extra saving you £££'s on a range of goods and services
- Teachers' Pension Scheme or Local Government Pension Scheme
- 24/7 Employee Assistance Programme

Be part of something bigger:

- The support of the University of Chichester Academy Trust, its Board and colleagues from the University of Chichester
- Security of knowing you are joining an organisation whose sponsor has been promoting education for the past 150 years!

Staff Benefits:

- Teacher's Pension Scheme or Local Government Pension Scheme
- Employee assistance provision including 24/7 telephone helpline and counselling
- Lifestyle health and wellbeing programme
- Access to an extensive personal and career development programme
- Access to the University's vast Library resources and to the National College resource
- Generous leave entitlement
- Employee Discounts Platform, saving £££'s on a range of goods and services
- Eyecare Voucher Scheme
- Eligibility to join TOTUM (NUS Extra)
- Relocation allowance where eligible

Job Profile

Job Title: Teaching Assistant – Additional Provision

Reports to: Alternative Provision Managers

Location: Oakmoor School, Bordon, Hampshire

Function of the post:

Contribute to the students' development including their social and emotional well-being in supporting the teaching and learning in the additional provision environment (classroom and external), providing general and specific assistance to students, under the direction and guidance of the additional provision managers or independently in a one-to-one setting. This will involve providing assistance to the additional provision managers in supporting students on a one-to-one or small group basis, across a wide range of activities and supported learning activities, including the preparation, maintenance and adaptation of resources alongside supporting a student reintegration back to lessons following a period of additional/alternative provision.

Principal Accountabilities:

1. In liaison with, and under the guidance of the additional provision staff and following best practice, appropriately support students on an individual or small group basis to understand instructions, and complete activities, encouraging and developing independent learning and inclusion of all students to ensure progression and continuity.
2. Support students in social and emotional well-being, generally providing students with positive feedback and praise to reinforce and sustain students' efforts and develop self-reliance and self-esteem; report problems to the teacher, or as appropriate and in-line with academy policy and procedures, such as health and safety, child protection, behaviour management.
3. Monitor students' responses to learning and feedback to the additional provision team and teacher on students' progress and record basic student data in line with academy procedure.
4. Support the learning of children, including implementing intervention programmes, in order to meet targets as required by the Special Educational needs and Disability Code of Practice and as identified on the pupil's plan, including completing the appropriate paperwork.
5. Support the additional provision team in offering a range of sessions and activities provided by off-site teams and external providers – liaise and facilitate.
6. Provide general administrative support as required and directed by your line manager.
7. Attend meetings and training sessions as required and agreed with your line manager.

Other duties:

You are required to undertake such other duties appropriate to the grade and content of the work as may reasonably be required of you including to understand and actively embrace the Trust's distinctive sensibility, the qualities, values and characteristics expected of everyone working for our Trust.

The list of duties in this job profile should not be regarded as exclusive or exhaustive and require a flexible approach to work. Please note that, in consultation with you, the Trust reserves the right to update your job profile to reflect changes in, or to, your post. All staff have a role in supporting the Trust's People Strategy.

Principal Attributes and Person Specification:

Essential requirements are those, without which, the candidate would not be able to do the job. It is expected that the post holder will have the knowledge and qualifications indicated, **or equivalent qualifications and/or experience.**

Desirable requirements are those which would be useful for the post holder to possess and will be considered when more than one applicant meets the essential requirements.

Your application form will be assessed for literacy, accuracy and attention to detail.

		E	D	Evidenced through
	Knowledge and Qualifications			
1	GCSE Grade C / Grade 4 or above in mathematics and English Language, or equivalent qualification.	✓		Application Documentary evidence Task
2	General understanding of effective strategies that underpin positive behaviour at secondary school level, and which recognise and reward effort and achievement.	✓		
3	General awareness of the current Special Educational Needs and Disability Code of Practice.	✓		
4	Higher qualifications relevant to the duties of the post.		✓	
5	Knowledge of safeguarding and Health & Safety requirements within a secondary school environment.		✓	
6	Awareness of the secondary national curriculum.		✓	
7	Additional qualifications relevant to Special Educational Needs.		✓	
8	Awareness of additional provision and opportunities		✓	

		E	D	Evidenced through
	Skills			
1	Good interpersonal and communication skills that enable instructions to be understood by students across the ability range which promotes learning and understanding.	✓		Application Interview References Task
2	Ability to communicate effectively and build good working relationships with staff, parents, carers and other stakeholders relevant to the post.	✓		
3	Relevant skills to follow and deliver an intervention programme successfully.	✓		
4	Relevant skills that enable effective review and feedback on student progress.	✓		
5	Problem solving skills that enable a pro-active and effective approach in supporting students for continued improvement.	✓		

6	Being part of a team by working effectively and collaboratively with others.	✓		
7	Good literacy skills.	✓		
8	Ability to adapt both in class and one-to-one intervention support to ensure personalised learning which is motivating, engaging and accessible.		✓	

		E	D	Evidenced through
	Experience			
1	Establishing and maintaining positive relationships with children which encourage, support and enable student progress.	✓		Application Interview References
2	Experience of implementing strategies that promote positive behaviour.	✓		
3	Working with young children in a relevant environment.	✓		
4	Teaching Assistant in an educational setting.		✓	
5	Experience of successfully delivering a specific programme of support to an individual or small group of children.		✓	
6	Experience working with ASL, SLCN and/or MLD students.		✓	
7	Experience supporting SEN English, Mathematics and/or Science students of an average or higher ability.		✓	
8	Experience of supporting students on alternative and additional provision pathways		✓	

		E	D	Evidenced through
	Personal attributes			
1	Positive and approachable, with patience and the character to inspire confidence and trust, combined with an enthusiasm to see students progress and develop.	✓		Interview References Task
2	Willing to work flexibly as the needs and demands of the school fluctuate.	✓		
3	The ability to be reflective and self-critical and to respond to feedback to further develop our skills in the area of Special Educational Needs.	✓		
4	Understanding the need for confidentiality.	✓		
5	A nurturing nature which will support and develop the wellbeing of all students. Strong working ethos with high level of commitment to the school and its values.	✓		
6	Ability to work effectively as part of a team and form positive relationships with students, parents and carers, colleagues and the wider community.	✓		
7	A passion and commitment to learning.	✓		

Inclusivity:

The Trust believes that everyone has the right to be treated equally and that the diversity of individuals and groups should be embraced, valued, and respected. The Trust is committed to eliminating any form of discrimination be it direct, indirect, harassment or victimisation, and to support this the Trust has a number of policies that you should ensure you are familiar with and compliant to. All policies are available on the Trust's portal. Any breaches may lead to termination of employment.

Health and Safety

Take responsibility for ensuring that workplace responsibilities within the Trust are carried out with full regard to, and in support of, the Trust's Health and Safety policies. This will include ensuring Health and Safety priorities reflect a post-COVID-19 period. This might include acting as Health and Safety Co-ordinator, Fire Warden, Risk Assessor, First Aider or other Health and Safety Representative.

Sustainability and Environment:

The Trust is fully committed to sustainable development and environmental initiatives. It accepts its environmental responsibilities and recognises the contributions it can make to the resolution of global, regional and local environmental issues. The Trust will continuously seek to improve its environmental performance and will comply, as a minimum, with all relevant environmental legislation, regulations and codes of practice. All staff are required to support the aims of the Trust's Environmental & Sustainable Development Strategy.

Data Protection:

You will be responsible for ensuring that workplace responsibilities, within the Section, are carried out in compliance with the requirements of the Data Protection legislation and the Employment Practices Data Protection Code 2002, especially concerning confidentiality, treatment of personal information and records management.

Right to Work:

The current British and European Law states that the Trust cannot employ a person who does not have permission to live and work in the UK. Immigration guidance information is available on the HR Website for further information.

Safer Recruitment:

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment.

Disclosure Service Certification from the Disclosure and Barring Service:

This role does require you to hold an enhanced Disclosure Service certification from the Disclosure and Barring Service (DBS). The Trust is a registered body with the Disclosure Service, reference number 20537300005. New members of staff will be required to apply for Disclosure Service certification as part of the Trust's staff recruitment process. Further information about the Disclosure and Barring Service is available from the DBS website at www.homeoffice.gov.uk/dbs or from the Trust's Human Resources Department.

Application Procedure

Applicants should complete an Application Form and Equality Monitoring Form which can be downloaded from the school website www.oakmoor.hants.sch.uk or the Trust's website <https://accesspeople.accesscloud.com/UniversityChichesterMultiAcademyTrustRecruitment> and submit it, so that it is received no later than the deadline.

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Attention of Nicola McCool

T: (01420) 472132

E: n.mccool@oakmoor.hants.sch.uk

Application Form Completion

When completing the application form, please refer to the Job Profile and particularly the essential criteria within the Person Specification in the context of the accountabilities. You should provide examples which evidence how you believe your knowledge and qualifications, skills, experience and personal attributes, either at work, or elsewhere, qualify you to undertake the duties and responsibilities set out in the Job Profile.

Equality Monitoring

All applicants will be required to complete an Equality Monitoring Form.

Selection Procedure

The shortlist will be drawn up soon after closing date. Further details will be sent to those candidates called for interview. Failure to send your application form to the above address may invalidate your application.

Receipt of Application

Applications are acknowledged (by email whenever possible) within three working days of receipt.

Applications will be considered on an on-going basis between now and the closing date. Please submit your application at the earliest convenience as we reserve the right to withdraw the advertisement should a suitable candidate be successful.