

Bedford High School

A Specialist Business and Enterprise College



To Care - To Learn - To Achieve

Teaching Assistant

Vacancy Information booklet



Teaching Assistant at Bedford High School

Bedford High School is looking to appoint an enthusiastic, committed and professional teaching assistant to work with a variety of students including those with special educational needs (SEND).

We try to ensure that all our special need students are given equal opportunities to access the school curriculum by our dedicated team.

Bedford High School has a dedicated SEND department named The Base. The department consists of our Sendco, Deputy Sendco, Send Admin and Learning Support, 2 Lead Sen Teaching Assistants, and 6 Teaching Assistants.

We forge good working relationships with students and teaching staff and pride ourselves in offering a range of interventions including delivery of maths, literacy and well-being in the classroom and 1:1 support. We support our students in the setting of and monitoring short term goals, as well as creating and developing learning plans to ensure effective strategies are used in the classroom setting. In addition, we offer a range of lunchtime and after school activities.

We are proud of our role as we offer our support for teaching and learning to support our students to reach their potential.

Dear Colleague

Thank you for your interest in working at Bedford High School.

At Bedford High School we are dedicated to offering our students a high quality education in a well ordered and purposeful school environment. Our values are: To Care, To Learn, To Achieve. We seek to develop happy and successful citizens who will make a valuable contribution to their community. We were judged to be a 'Good' school in May 2018. We are proud of what we have achieved but we are far from complacent and we are acutely aware that there is more to do to achieve our ambition to become an 'outstanding school'. To support our aim, we have extremely challenging data targets, underpinned by strong development planning and rigorous accountability. In return we offer you a committed staff and student body enjoying excellent relationships as well as dedicated, professional, hard-working Governors; you will be well supported.

If you feel you have the necessary skills and qualities to undertake this role, we will be delighted to receive your application. Please complete the application form (we do not accept CV's) which is available on our website at www.bedfordhighschool.co.uk. Please return completed application forms to recruitment@bedford.wigan.sch.uk or by post to Mrs Claire Taylor, HR Facilities & Communications Manager at the school address.

I very much look forward to receiving your application.

Yours faithfully

A handwritten signature in dark ink, appearing to read 'P. McCaffery', written in a cursive style.

Mr P McCaffery
Headteacher

Our School

Bedford High School was established in 1976 when it was formed by merging Leigh Boys' Grammar School and Manchester Road Secondary Modern School, which were located next to each other. The former grammar school buildings now form the U Block and the secondary modern buildings form the L Block.

Our School Values

To Care, To Learn, To Achieve.

Our School Vision

We relentlessly strive to help our students to discover, develop and demonstrate their potential. This is our core purpose. Our aim is for every 16-year-old student to leave us as a rounded individual, who feels excited about the opportunities the world has to offer and is equipped with the qualities, virtues, skills and knowledge to be happy and excel in life.

At Bedford High School we put staff first by developing, nurturing and retaining a high-quality workforce, where there is a high-quality teacher in every classroom delivering high quality lessons every hour, every day. There are many opportunities for staff across all departments to make an invaluable contribution to the success of the school, getting involved in different aspects of school life.

Staff Wellbeing

Our fabulous surroundings provide an excellent working environment, which in turn can have a positive impact on our employees' well-being. However, this isn't the only benefit to working with us.

- Membership to Greater Manchester Pension Fund or Teachers' Pension fund
- Employee Assistant Programme confidential advice and support service available by telephone, website and App supporting you and immediate family members 24/7 with legal information for issues that can cause anxiety and distress including debt management, consumer, property or neighbour disputes, bereavement support, medical information, online CBT and counselling sessions along with a Wellbeing portal which offers a virtual library of wellbeing information
- Committed Wellbeing Team with 9 fully trained Mental Wellbeing First Aiders
- Cycle to work scheme
- Family friendly policies
- Staff rewards
- Continued professional development

Feedback from our staff wellbeing survey tell us that our staff...

There are many, many things that this school does better than many others that I have worked in.

I'm very happy here and feel respected and looked after.

Since arriving at Bedford I have found the staff to be friendly, welcoming, supportive and are a credit to the school.

Bedford is a great place to work.

Job Description

Role Title:	Teaching Assistant Level 2		
Job purpose:	To work under the instruction/guidance of teaching/senior staff to undertake work/care/support programmes to enable access to learning for students and to assist in the management of students throughout the school. Work may be carried out in the Inclusion unit, the classroom or outside the main teaching area.		
Reporting to:	Headteacher, Assistant Headteacher/SENDCO, Deputy SENDCO, Lead Teaching Assistants		
Responsible for staff:	n/a		
Liaising with:	Subject Teachers, other Support staff		
Grade of post/salary:	G3 pro rata	Gauge	
Hours:	30 hours per week, term time only, core hours 8 am – 3 pm		
Contract:	Temporary for 12 months		
Disclosure level:	All offers of employment are conditional subject to an enhanced disclosure with child barred list, appropriate overseas checks, medical clearance, relevant qualification certificates and references satisfactory to the school. At Bedford High School safeguarding is everyone's responsibility. We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment and to adhere to the school's safeguarding policies and procedures.		
Base	Bedford High School		
Date:	May 2022		

Job Outline

SUPPORT FOR STUDENTS:

- Provide pastoral support for students
- Assist with the development and implementation of Individual Education/Behaviour Plans and Personal Care programmes
- Establish constructive relationships with students and interact with them according to individual needs
- Promote the inclusion and acceptance of all students
- Encourage students to interact with others and engage in activities led by the teacher
- Set challenging and demanding expectations and promote self-esteem and independence
- Provide feedback to students in relation to progress and achievement under guidance of the teacher

SUPPORT FOR TEACHERS:

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson plans and assist with the display of students' work
- Use strategies, in liaison with the teacher, to support students to achieve learning goals
- Assist with the planning of learning activities
- Monitor students' responses to learning activities and accurately record achievement/progress as directed
- Provide detailed and regular feedback to teachers on students' achievement, progress and problems

- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour
- Establish constructive relationships with parents/carers
- Administer routine tests and invigilate exams and undertake routine marking of students' work
- Provide clerical/admin support, for example, photocopying, basic typing, filing, money, administer coursework

SUPPORT FOR THE CURRICULUM:

- Deliver structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses
- Deliver programmes linked to local and national strategies, for example, literacy, numeracy, KS3 and early years, recording achievement and progress and feeding back to the teacher
- Support the use of ICT in learning activities and develop students' competence and independence in its use
- Prepare, maintain and use those resources required to meet the relevant learning activity and assist students in their use

SUPPORT FOR THE SCHOOL:

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the overall ethos-work/aims of the school
- Appreciate and support the role of other professionals
- Attend and participate in relevant meetings as may be reasonably directed
- Participate in training, other learning activities and performance management as may be reasonably directed
- Assist with the supervision of students out of lesson times, including before and after school as may be reasonably directed
- Accompany teaching staff and students on visits, trips and out of school activities and take responsibility for a group under the supervision of the teacher as may be reasonably directed
- To manage the school pastoral care function and effectively formulate aims and objectives which are relevant to the needs of the school and students.
- To develop, monitor and implement appropriate strategies for the pastoral care function within the school.
- To identify, monitor and evaluate appropriate strategies for student progress tracking, target setting and mentoring and supervise students when required and liaising regularly with parents/carers.
- Work with the relevant senior manager to identify students who are vulnerable and to formulate appropriate plans to achieve aims.
- Provide formal counselling/mentoring where appropriate.
- To plan and deliver workshop sessions on a range of issues and to plan, lead and deliver extra-curricular opportunities.
- To liaise with and work in conjunction with the multi-agency team.
- To be responsible for the day-to-day management of the pastoral team
- To develop, maintain and implement robust systems in order to record relevant information and to have responsibility for child protection documentation.
- To develop and implement relevant school policies and procedures.

- To monitor and evaluate student attendance and behaviour management systems.
- To contribute to the development of effective links with partner schools, the community.
- To support the school in our promotion of British values in the whole school community.

Other Specific Duties

- To carry out the duties in the most effective, efficient and economic manner available
- To continue personal development in the relevant area
- To participate in the staff review and development appraisal process
- To have due regard and comply with all school policies
- To supervise students as required
- To undertake training as required
- To participate in personal and team reviews/meetings
- To participate in annual appraisal and implement agreed targets
- Develop good working relations with other colleagues and students
- To contribute to the overall ethos/work/aims of the school
- To work flexibly in the interest of the school and to undertake such additional duties as are reasonably commensurate with the post and level of responsibility.

Health and Safety Training

- Effectively and proactively implement Health and Safety legislation and good practice, including office, individual and DSE risk assessments, taking into consideration disabilities and specialist equipment required to enable staff to undertake their daily duties.
- To undertake Health and Safety Training on areas within your remit.

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through a professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

Person Specification

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working and interacting with children of a relevant age and or learning need	E		A, I

B. Training and Qualifications

	Essential	Desirable	Source
NVQ level 2 or equivalent qualification or an comparable level of experience	E		A, I
Basic level of literacy & numeracy	E		A, I
Willingness to undertake further relevant teacher assistant training	E		I
Willingness to undertake basic first aid	E		A, I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of basic Health and Safety		D	A, I
Basic knowledge of how to use ICT to support learning	E		A, I
Understanding of how to use relevant equipment/resources	E		A, I
Some knowledge of children's games and activities	E		A, I
A knowledge of the national/foundation stage curriculum and other basic learning programmes		D	A, I
Understanding of relevant policies, codes of practice and awareness of relevant legislation		D	A, I
Basic understanding of child development and learning processes		D	A, I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to communicate with and relate well to students and adults	E		A, I
Ability to work under supervision and as a team member	E		A, I
Ability to work in accordance with the schools health and safety policies	E		A, I
Ability to deal with minor injuries		D	A, I
Professional appearance and conduct	E		A, I
A committed lifelong learner willing to undertake further training to suit the needs of the role	E		A, I
Flexibility working outside of normal school hours may be required	E		A, I
The willingness to be generous in time and spirit	E		A, I
A sense of humour and positive outlook	E		A, I
A determination to succeed	E		A, I
Energy, enthusiasm, adaptability and flexibility	E		A, I
A willingness to support the schools aim of strengthening links with the community	E		A, I
The ability to build and maintain effective relationships	E		A, I
The ability to develop effective teamwork	E		A, I
The ability to anticipate and solve problems creatively	E		A, I
The ability to demonstrate loyalty and confidentiality	E		A, I
The ability to prioritise and manage time effectively	E		A, I
Ability to organise self and others	E		A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I

What to expect

It is important that you tell us about your skills and experience relevant to the role. Please ensure you answer all the questions on the application form and explain any gaps in employment or educational history, as the information you provide will be used in our shortlisting process.

Once we have received your application it will be reviewed and evaluated. If we feel that you may be suitable for the vacancy that you have applied for you may be invited to attend an interview, the format of which will be confirmed as part of the invitation.

Due to the high volume of applications we receive, if you do not hear from us within 4 weeks of the closing date then on this particular occasion your application will have been unsuccessful. We are not able to provide feedback on applications that have not been shortlisted for interview.

The interview process

Due to the nature of different roles within Bedford High School, we operate two separate streams for selecting the very best candidates.

For support staff positions the interview process will consist of a formal interview with senior staff members, written and/or verbal tasks and tour of school.

For teaching positions, the interview process will consist of teaching an observed lesson, interacting with students, a formal interview with students, formal interview with senior staff members and tour of school.

All interviews at Bedford High School involve a member of staff appropriately trained in Safer Recruitment.

If you are successful in securing a position at Bedford High School, you will receive your conditional offer letter and relevant documents and information about the new starter process from our Human Resources team. All offers of employment are conditional upon all pre-employment checks satisfactory to the school. A start date will be confirmed in writing.