

The Role

Title:	Teaching Assistant
Contract:	Permanent
Hours:	37 hours per week, term time only
Grade:	6
Annual Salary:	£24,750 - £26,666 (£28,792 – £31,022) (depending on experience)
Start Date:	As soon as available
Closing Date:	Friday 4 September 2026
Interview Date:	To be agreed

We are seeking a dedicated and enthusiastic Teaching Assistant to join a thriving team, supported by experienced colleagues, whose aim is to remove any barriers to learning and enable all students to access an outstanding education, through our varied curriculum.

USH is a heavily oversubscribed community school with just over 1050 students and 140 staff. We are incredibly proud of our family ethos and our success in delivering values-led education. We are known for our excellent career progression routes and we attract professionals who are willing to contribute to our sustained success. USH is a Leading-Edge School, consistently ranked high in Hampshire schools for overall achievement. The school was delighted to be awarded SSAT accreditation for Transforming in Principled Curriculum Design in 2023.

If you are motivated to make a difference to the lives of young people and have a commitment to excellence, then this could be the job for you. Please do not hesitate to contact us if you have any questions about the role or would like to come into school to see the USH family in action.

The successful candidates will:

- Be highly motivated
- Be able to establish a rapport with adults and children
- Be able to demonstrate qualities of patience, firmness, humour and sensitivity
- Be steadfast in their belief and action, that the curriculum should be accessible for all

APPLICATION PROCEDURE

We positively encourage prospective candidates to enquire about our school prior to applying. Please contact our recruitment team via email: recruitment@ushschool.org

Full details and application forms can be downloaded from our website: http://uppershirleyhigh.org/staff_vacancies. Please return your completed applications to recruitment@ushschool.org. Please note we only accept CV's if accompanied by a fully completed application form.

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.

Please submit your application as soon as possible as we may invite candidates to interview before the closing date.

We can offer you:



CPD **01**

Excellent CPD opportunities to support you through all stages of your career.




06

Vivup provides benefits and discounts for cinema trips, leisure activities, days out, travel bookings, high street vouchers and more.



INDUCTION 

An individual induction programme for all new staff to support your transition to USH.

02



EYE TESTS 

Free eye tests up to the value of £25 for users of VDU equipment and contribution up to the value of £60 towards the purchase of glasses.

07



NETWORK

We have strong network groups for all staff across the city and Hampshire to support all roles.

03




WELLBEING

Free confidential telephone and face to face counselling for staff and family members. Access to the Trust Health and Wellbeing pages.

08



FLU JABS 

FREE Flu vaccinations for all staff on site.

04



FLEXIBLE TIME 

All teachers are able to manage their PPA time flexibly and work off-site if they choose.

09



APPOINTMENTS

Flexible and generous approach to appointments and family events.

05




WELLBEING GROUP

A dedicated staff group looking at workload and wellbeing, meets regularly to review workload and develop the USH Wellbeing Charter.

10



APPLICATION PROCEDURE

We positively encourage prospective candidates to enquire about our school prior to applying. Please contact our recruitment team via email: recruitment@ushschool.org

Full details and application forms can be downloaded from our website: http://uppershirleyhigh.org/staff_vacancies. Please return your completed applications to recruitment@ushschool.org. Please note we only accept CV's if accompanied by a fully completed application form.

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.

Please submit your application as soon as possible as we may invite candidates to interview before the closing date.

SAFEGUARDING

All schools within the 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.

THE JEFFERYS EDUCATION PARTNERSHIP

The Jefferys Education Partnership is part of an umbrella Trust called the Hamwic Education Trust. At the Hamwic Education 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.

Job Description

Title:	Teaching Assistant
Grade:	6
Responsible to:	SENCo (Special Educational Needs Co-ordinator)

Job purpose:

- 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 Duties:

- 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);
- To establish supportive, caring and secure relationships with the student/ students, promoting respect, self-esteem and a positive, inclusive whole school ethos;
- To develop knowledge and understanding of specific academic, physical and emotional/behavioural needs of individuals and groups of students and respond to them effectively;
- 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;
- 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;
- To help, support and motivate the students, clarifying instructions, encouraging independent learning and behaviour and enabling learning targets and outcomes to be achieved;
- To contribute to monitoring and recording pupils' progress, maintaining records and providing relevant feedback to teachers;
- 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;
- As directed by the Class Teacher or SENCO, to liaise with outside agencies, where appropriate, in respect of individual students;
- To assist with general school duties. These may include:
 - Setting up classrooms, preparing resources and displays and tidying and clearing away
 - Supervision of students during break times
 - 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:

- Support the aims, values, mission and ethos of the school and participate in a team approach to all aspects of school life.
- Attend and contribute to staff meetings and INSET days as required, and identify areas of personal practice and experience to develop.
- Take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately.
- 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.

Person Specification

Title: **Teaching Assistant**
Grade: **6**

Skills/ ability/ experience	To do what?	How well? Now or with training?	How important at the time of appointment ?
-----------------------------	-------------	------------------------------------	--

Knowledge & Understanding:

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

Mental Skills:

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

Interpersonal & Communication Skills:

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 To develop and maintain effective working relationships with colleagues, pupils and "partners" of the school (Parents, PSA, Governors, Visitors)	Now	5
Ability to maintain children's interest and motivation for learning and to maintain discipline	To work with individuals and groups of children; encourage good behaviour; and deal with any problems arising	Ability now; support given	4

	from breaches of the school's disciplinary rules		
Ability to work well as a member of a team	To support colleagues and maintain effective working relationships	Now	5

Physical Skills:

Ability to make and use a variety of resources	To support the classroom learning and assist children with creative work	Desirable; not essential	2
--	--	--------------------------	---

Initiative & Independence:

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
--	---	--------------	---

Mental Demands:

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

Emotional Demands:

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
---	---	---	---

Responsibility For People:

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
---	--	---	---