



Woking High School
Inspire, Challenge, Achieve



Teaching Assistant (Dyslexia Support)
Application Pack
Summer 2025



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For further information or to arrange a visit, please contact:

✉ recruitment@wokinghigh.surrey.sch.uk

☎ 01483 888 447

Teaching Assistant (Dyslexia Support)

Pay	Grade S4 Actual for 35 hours per week, £18,901 - £21,183 (Full-Time Equivalent £23,193 - £25,993) Monday to Friday, 8am to 3.30pm
Contract type	Permanent, term time only, 38 weeks per year
Start date	September 2025
Reporting to	SENCO
Closing date	Monday 7 th July at 10am

Job Profile

- To work under the guidance of the SENCO and class teachers to support teaching and learning in the classroom and around the school.
- To provide general support to the class teacher in the management and organisation of the students and the classroom
- To assist the teacher in creating and maintaining a purposeful, orderly and supportive learning environment
- To promote the inclusion of all students ensuring they have equal access to opportunities to learn and develop (including getting them into lessons and supporting the accommodations needed to access the learning)
- To be responsible for promoting and safeguarding the welfare of student and young people within the school
- To lead 1-1 and small groups of students through planned interventions such as dyslexia and handwriting interventions.





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Purpose

To ensure that all students receive an excellent education, which provides them with the knowledge, subject specific skills and core values needed to successfully access the wider world, become independent, informed thinkers, and well-rounded citizens.

To champion our core values: personal responsibility, excellence, kindness, resilience, engagement and inclusion with students to ensure they develop the characteristics of a Woking High School student.

Whole School Responsibilities

- Ensure that the responsibilities of the role are carried out in a way which reflects the mission and values of Woking High School.
- Establish and promote productive relationships with staff, students, parents/carers and governors, acting as a role model and setting high expectations.
- Play an active role in developing and implementing a vision for your area of responsibility in line with the mission and core values of the school.
- Be aware of and observe all policies, procedures, working practices and regulations.
- Uphold our commitment to safeguarding and to promote the wellbeing of children.
- Contribute to a culture of continuous improvement.
- Comply with all reasonable management requests.

Key Responsibilities

Support for the Students/families

- To deliver pastoral and learning support.
- To provide feedback to students in relation to progress and achievement.
- To establish and develop productive working relationships with students acting as a role model and developing 1:1 mentoring arrangements and providing support for distressed students.
- To work with students, understanding how to motivate and encourage them to develop and achieve.
- To provide support for students to broaden and enrich their learning.
- To work with the SENCo and other teachers to develop and implement learning plans and behaviour strategies as written in student plans.





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- To understand the individual needs of students and be responsible for advising them on social health and hygiene
- To promote the inclusion and acceptance of all students within the classroom. Encourage students to interact and work co-operatively with others and engage in all activities.
- To read with individual students and groups and complete reading records as directed by the class teacher
- To work with small groups of students and to take responsibility for their learning.
- To lead, prepare and deliver small group interventions, such as dyslexia and handwriting interventions, and measure the impact of support or interventions delivered.
- To keep accurate monitoring and records of any interventions delivered (e.g. via Provision Mapping)
- To support a student with disabilities or special educational needs.
- To support students in mixed ability groupings ensuring that they understand tasks and learning objectives.

Support for the teachers

- Within an agreed system of supervision, to work with the teacher to develop lessons and the classroom environment
- To assess, feedback and record the achievements and progress of students through agreed monitoring systems
- To establish and maintain constructive relationships with parents/carers by:
 - supporting their role in students' learning
 - providing constructive feedback on students' progress and achievements
 - facilitating their support for their students' attendance
 - support home to school/community links
- To develop behaviour management strategies. To be proactive in managing behaviour and promote self-control, independence and integration
- To support student transitions and attend parents' meetings as appropriate
- To accompany teachers and classes on educational visits





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Support for the School

- To be aware of and comply with policies and procedures relating to child protection, health and safety, security and confidentiality, reporting all concerns to an appropriate person
- To contribute to overall ethos/work/aims of the school
- To contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class
- To attend and participate in regular meetings, and in training and other activities as required
- To assist with students at the beginning and end of the day and at break and lunch as required

Support for the Curriculum

- Within an agreed system of supervision, to deliver learning and teaching activities and adjust these when necessary
- To be responsible for management of stock levels and for maintenance / quality / safety of specialist equipment
- To use and prepare specialist equipment, plans and resources necessary to support learning activities, taking into account students' interests, language and cultural backgrounds
- To assist with the development of Literacy, Numeracy and ICT skills and to support their use in learning activities
- To undertake broadly similar duties commensurate with the level of the post as required by the Head Teacher





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Person Specification

	Essential	Desirable	Evidence From
Qualifications and Training			
A good level of general education and relevant training (5 GCSEs or equivalent including English and Maths).	✓		A/C
NVQ or equivalent relevant to the role		✓	A/C
A Levels or degree		✓	A/C
Dyslexia related qualification (e.g. BDA Level 5 Certificate in dyslexia)		✓	A/C
Knowledge, Experience and Skills			
Experience of working with children (either paid or unpaid capacity), preferably with an education setting.		✓	A/R/I
Experience of working with students with SEND needs		✓	A/R/I
Experience of working in a secondary school		✓	A/R/I
Evidence of specialism, such as dyslexia, in specific curriculum areas or particular learning difficulty.		✓	A/R/I
Experience in leading and delivering small group interventions, such as dyslexia		✓	A/R/I
Experience with assessing impact of interventions		✓	A/R/I
Good IT skills including Word and Excel.	✓		A/I
Excellent communication skills, both written and verbal.	✓		A/R/I
Excellent time management, organisational skills with the ability to prioritise and meet deadlines. Able to work under pressure when required.			A/I
Evidence of continuous professional development		✓	A/I/C
Understanding of safeguarding in schools		✓	A/R/I
Experience in delivering first aid, medication, personal/intimate care		✓	A/R/I
Ability to work independently and as part of a team and to make a positive contribution to the team's effectiveness.	✓		A/R/I





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Personal Qualities			
Suitable to work with young people, committed to their safeguarding and welfare.	✓		A/R/I
Effective oral and written communication skills. Able to effectively communicate with students, parents and colleagues at all levels. Professional manner at all times.	✓		A/R/I
Calm, patient and kind. Empathy with young people facing barriers to their learning.	✓		A/R/I
Initiative and flexibility – ability to cope with the unexpected	✓		A/R/I
Evidence of the highest levels of personal and professional integrity	✓		A/R/I
Good record of attendance	✓		A/R
Co-operative spirit/flexible/can do attitude	✓		A/R/I
Fully engage in development and training opportunities.	✓		A/R/I
Ability to deal with sensitive information in a confidential manner.	✓		A/R/I
Ability to adhere policies, procedures and relevant legislation relating to child protection, health and safety, security, confidentiality, data protection and equal opportunities.	✓		A/R/I

Key: A = Application, I = Interview and Assessment, R = Reference, C = Certificate

Closing date for applications: 16th June at 10am. If you are interested in this position, please apply as soon as possible as interviews will be held upon receipt of suitable applications.

Safeguarding Statement

Woking High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As part of the requirements of KCSIE, all roles are subject to online checks including Social Media. These are carried out by a 3rd party – <https://www.sp-index.com/>. By applying for this role, you agree to these checks being carried out and your data being processed by SP-Index.

The successful candidate will be required to undertake an enhanced DBS check.

Woking High School is committed to providing all staff with continued professional development to support and develop them in their careers.

