

# Head's Welcome

**Dear applicant,**

I am delighted to welcome you to Idsall School and Sixth Form. Idsall is a thriving and highly successful school where we genuinely believe every student can reach their potential. We put students at the centre of our thinking, decision making and everything we do. Supporting the seven-year journey of our students from year 7 to year 13, we are a large and inspiring group of teachers and support staff.



Everything we do is driven by the desire to ensure all students develop the necessary skills needed to be successful in the rapidly changing world which they are destined to encounter.

We create opportunities for all students to experience and try new things, and develop good friendships and pastimes, which gives them such fulfilment and great memories throughout their lives. Our motto is powerful and effective: “E Glandibus Quercus” “Great oaks from little acorns grow”. This is certainly true, with the many highly successful students we have seen go on to great things, some very famous, but everyone having the opportunity to go on to university, apprenticeships and on the right path towards getting great jobs.

Externally recognised as a high performing school, Idsall is an exciting and vibrant place to learn, work and grow. We are working hard to ensure we continue to build on our many strengths to secure outstanding results; and support our students to become outstanding citizens and highly successful in life.

Please take a browse of our website. I am sure you will feel encouraged to apply to this post and become a member of our highly regarded team.

**Michelle King**

**Headteacher**

*Idsall School  
Coppice Green Lane  
Shifnal  
Shropshire  
TF11 8PD*

**01952 468400**  
[info@idsall.shropshire.sch.uk](mailto:info@idsall.shropshire.sch.uk)  
[www.idsallschool.org](http://www.idsallschool.org)



## *Job Description and Personal Specification*

**Job Title:** **Teaching Assistant Level 2**

**Grade:** **5 (NJC point 5-6)**

**Hours / week:** **27 hours per week**

**Weeks / year:** **Term time plus two PD days**

### **General information**

The person appointed will work under the guidance of the teaching staff and within an agreed system of supervision to implement agreed work / care / support programmes with individuals or groups, in or out of the classroom.

Assistance will be provided by teachers over the whole planning cycle, and with the management and preparation of equipment and resources.

In addition, the professional work of teachers will be complemented by taking responsibility for specific learning activities under an agreed system of supervision.

### **Line management of the post**

The post-holder will be responsible to the Learning Coordinator who reports to the Assistant Headteacher responsible for Inclusion.

## **Principal duties and responsibilities**

### **Support for Students**

- Attend to students' personal needs and assist with the development and implementation of Individual Education / Behaviour / Support / Mentoring Plans and Personal Care Programmes.
- Supervise and support students, including those with special needs, ensuring their safety and access to learning.
- 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 and work co-operatively with others and engage in learning activities.
- Set challenging and demanding expectations for students and promote self-esteem and independence.
- Provide feedback to students in relation to progress and achievement under the guidance of the teacher.

### **Support for the Teacher**

- Assist with the planning of learning activities.
- Use strategies, in liaison with the teacher, to support students to achieve learning goals.
- Prepare the classroom as directed for lessons and clear afterwards. Assist with the display of students' work.
- Ensure the timely and accurate design, preparation, and use of specialist equipment / resources / materials.
- Monitor students' responses to learning activities and accurately record achievement / progress as directed.
- Establish constructive relationships with parents / carers.
- Provide detailed and regular feedback to teachers on students' achievement, progress, problems etc.
- Maintain records as requested.
- Administer routine tests, invigilate exams, and undertake routine marking of students' work, accurately recording achievement / progress.
- Promote good student behaviour, dealing promptly with conflict and incidents, in line with established policy, and encourage students to take responsibility for their own behaviour.
- Provide general clerical / administrative support, for example, administer coursework, produce worksheets for agreed activities, photocopying, typing, filing etc.

### **Support for the Curriculum**

- Support students in understanding instructions.
- Undertake structured and agreed learning activities / teaching programmes, adjusting activities according to student responses.
- Undertake programmes linked to local and national learning strategies, for example, literacy, numeracy, KS3, early years etc. as directed by the teachers.
- Support students in using ICT and develop students' competence and independence in its use.
- Prepare, maintain, and use equipment/resources required to meet the lesson plans/relevant learning activities, and assist students in their use.
- Monitor and manage stock and supplies, cataloguing as required.

### **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 that 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 required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of students out of lesson times, including before and after school and at break and lunchtimes.
- Accompany teaching staff and students, as appropriate, on visits, trips, and out of school activities, and take responsibility for a group under the supervision of a teacher.

## Person Specification

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Good standard level of education</li> <li>• 5 GCSEs or equivalent, including English, Science and Maths</li> </ul>	
<b>Work or relevant experience</b>	<ul style="list-style-type: none"> <li>• Keyboard / computer skills</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in an educational setting or other relevant environment</li> </ul>
<b>Knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>• Good numeracy and literacy skills</li> </ul>	
<b>Skills &amp; abilities (relevant to post)</b>	<ul style="list-style-type: none"> <li>• Willingness to participate in training and development activities</li> <li>• Good ICT skills</li> </ul>	
<b>Personal qualities</b>	<ul style="list-style-type: none"> <li>• Good communication skills</li> <li>• Strong organisational skills</li> <li>• Ability to relate well to children and adults</li> <li>• Ability to work on your own and as part of a team</li> <li>• High personal work standards</li> <li>• Flexibility and reliability</li> </ul>	
<b>Special conditions</b>	<ul style="list-style-type: none"> <li>• Willingness to undertake a DBS Check</li> </ul>	

This job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and in addition, as a term of your employment, you may be required to undertake various other reasonable duties, and whatever is deemed a reasonable request and/or necessary to the effective running of the school requested by the Headteacher.

Signed: \_\_\_\_\_

Dated: \_\_\_\_\_

Signed by Line Manager: \_\_\_\_\_

Dated: \_\_\_\_\_

Next review date: \_\_\_\_\_

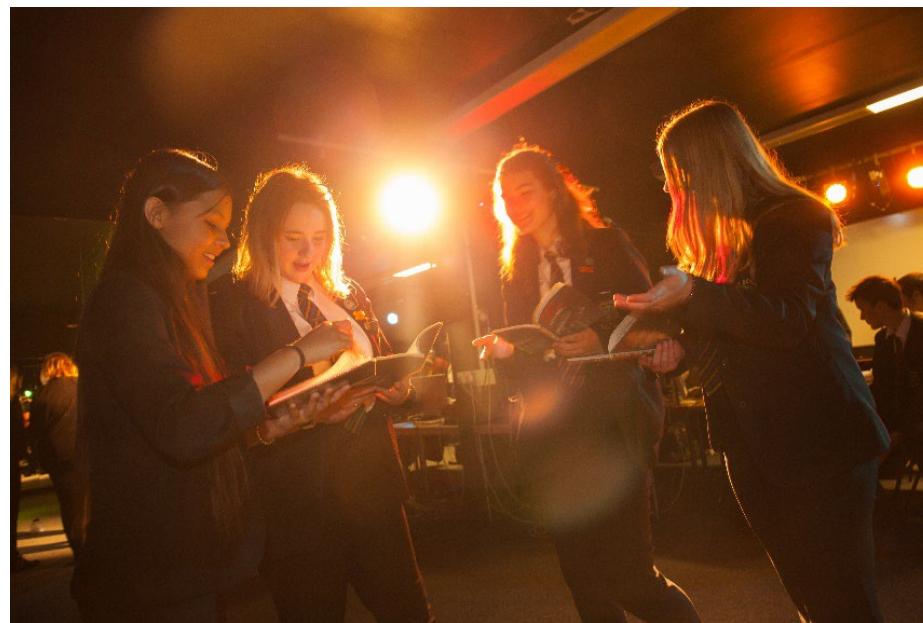
## *The Process*

To apply for the role, please write a letter of application to support a fully completed application form and names of two referees to:

The Head  
Idsall School  
Coppice Green Lane  
Shifnal  
Shropshire  
TF11 8PD

Please mark the envelope 'FAO: Mrs Seona Davies in the top left-hand corner. Applications are also accepted via email to [jobs@idsall.shropshire.sch.uk](mailto:jobs@idsall.shropshire.sch.uk)

Closing date for applications is **12 Noon on 30<sup>th</sup> June 2022**. Interviews will be held on **7<sup>th</sup> July 2022**.





## Staff Benefits

### **Work Life Balance**

Enhanced annual leave entitlement, plus paid bank holidays. Flexible working opportunities. Special leave provision. Maternity/Paternity/Shared Parental Leave and Adoption Schemes.

### **Pension Scheme**

Auto enrolment. Available for all employees. You will receive full details of the scheme when you commence. All schemes include death in service benefits.

### **Training and Career Development**

Access to on-going training and development. Annual staff appraisal system.

### **Annual free flu vaccines (all staff)**

### **Free Employee Counselling Service**

This counselling service is completely confidential and available to all staff employed by Idsall. This can be used for guidance on a wide range of lifestyle issues and problems such as debt, stress, marital, bereavement and financial worries.

### **Childcare Voucher Scheme**

Working parents are entitled to help with the cost of their childcare through a salary sacrifice scheme. This enables you to take part of your salary as childcare vouchers on a tax and NI contribution free basis.

### **Cycle to Work Scheme and Secure lock up**

This can give you big savings on the cost of a new bike. It is a tax incentive scheme aimed at encouraging people to cycle to work thereby reducing pollution and improving health. A secure lock up area is also provided.

### **Corporate Eye care System**

If you are a regular VDU user, you will be entitled to routine eye examinations and provided with a contribution towards VDU glasses if these are prescribed.

### **Excellent Sports Facilities**

Staff may use the school facilities for booking sports activities.

### **Subsidised Canteen**

Open for breakfast, food and drink available throughout the day, plus a choice of cooked meals with dessert, baked potatoes, pasta or curry and sandwiches – cashless system.

### **Library**

We have a well-stocked school library that offers a variety of books and DVD's.

**Staff Car Parking on Site** (also spaces for motorcycles and secure areas for bicycles).

# *An Exciting Place to Learn*

We have a well-deserved reputation for our high standards in teaching and academic achievement. At Idsall School, we aim to provide a great variety of opportunities; academic, social and cultural, in order to challenge students to develop and achieve their personal best.

We ensure that every student gets the best possible opportunities and education allowing them to succeed and flourish. Learning is at the heart of all we do. Through high quality teaching, we ensure every students' talents and abilities are catered for, allowing them to not only excel academically but also to become independent in their learning and prepare them for the next stages of their life.

We value and strive to develop both the academic learning skills and personal skills of our students so that they can be a positive member of the local and global community. Our teachers and support staff are highly skilled in understanding the needs of every child; and are committed to providing each of them with the very best learning experience in an environment where they feel secure and happy.

Our academic results speak for themselves. In 2019, at GCSE 82% of students gained at least 9-4 (A\*-C) in English, and 81% of all students gained at least 9-4 (A\*-C) in Maths. Overall, nearly 21% of all grades were 9-7 (A\*-A); while at A Level 50% of grades were A\*/B. In 2020, we are very pleased with our Centre Assessed Grades awarded to both GCSE and A Level students. They reflected the hard work shown by our students in a difficult period.

More importantly we are a very happy school. The relationship between staff and students is exceptional; although very busy and, at times, pressurised, it is a pleasure to work and study in such a friendly environment. Expectations of teachers and pupils are high, but this serves both to stimulate achievement and provide reward.

## Learning

In Years 7 to 9, Idsall School offers a curriculum that is structured with clear objectives of what we want students to know and do by the end of each course. This curriculum is aimed at developing our students' personal learning and thinking skills as well as encouraging their resourcefulness, resilience and teamwork. English, mathematics and science are complemented by physical education, the arts and humanities, modern foreign languages, design and technology and ICT.

Teaching at Idsall School is constantly developing to ensure that all students are supported to achieve their personal best. We have consistently high expectations of both ourselves as teachers and our students. We maintain high levels of student engagement through the use of stimulating and imaginative learning strategies that develop resilience, confidence, collaboration and curiosity.

Regular checks are made to track each student's progress against their own personal learning targets. Students receive regular feedback on their work and progress. This feedback is designed to support the student to recognise what they have done well and what they could improve on to achieve the next steps in their learning. Progress is discussed with students by tutors and the results are reported termly to parents in a clear format showing strengths; and identifying areas for improvement. Additionally, when work is marked, teachers will identify how well a student has done and importantly, how that work can be improved. We thus constantly strive to ensure that a student reaches his or her full potential.

Students are placed in groups or bands for most subjects based on prior attainment levels and grades achieved in progress tests completed during the year.

In Key Stage 4 (Years 10 and 11), the range of subjects and courses available to students opens up to allow each student to make choices which they find interesting and relevant to their future careers. An options booklet provided during year 9 sets out details of all the courses on offer, and students make a guided choice to construct their personal programme of study in full consultation with parents and staff.

The opportunity to progress to A Level studies in our own successful Sixth Form is a tremendous advantage for Idsall students; and is a stimulus for them to aim for the highest grades at GCSE. Sixth Form students make a valuable contribution to the life of the school, helping to run clubs and organise charity events, and supporting the younger children in our school community.