



The Ashcombe School

Teaching Assistant

Thank you for your expression of interest in the post of Teaching Assistant.

The Ashcombe School is looking for inspiring Teaching Assistants to join our small and passionate team.

As part of the SEND team, you will be working with teachers and support staff assisting students with educational needs, enabling them to achieve maximum access to the national curriculum. You must be able to communicate effectively with young people, be calm, confident, flexible and committed, with sound administrative and IT skills an advantage. A desire to work with young people and as part of a team is essential. Experience working with young people or within a school environment would be an advantage.

The role is 30 hours per week (which must be made up of full days 9am-3.30pm), 39 weeks per year (term time only) and is being offered on the pay range SES4 (£18,109 FTE, actual salary £12,864). There is a 30-minute unpaid lunch break. This role is offered on a fixed term basis until 31 August 2022.

Please find details of the job description and person specification overleaf but if you would like to find out more about the post please contact us and ask to speak to Joanna Parish, SENCo and **visit our website for information.**

Applications should be emailed to applications@ashcombe.surrey.sch.uk

Closing Date: 8am Monday 25th October 2021

We reserve the right to review applications and interview as applications are received, so please apply early.

We do not contact applicants who are not shortlisted.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure and Barring Service (DBS).

Information about the school

The Ashcombe School is a comprehensive school for pupils of all abilities between the ages of 11 and 18 which has recently converted by forming a Multi Academy Trust, South East Surrey Schools Education Trust, as a partnership with 2 other like-minded schools to keep the ethos of the school the same.

There are approximately 60 support staff employed by this large comprehensive school, working in the three main areas of curriculum, administrative and premises support.

Job description for the Teaching Assistant

SES4

30 hours per week (9am-3.30pm with 30min lunchbreak) for 39 weeks

Job Title: Teaching Assistant

Job Purpose: To ensure access to the curriculum and special provision for pupils with special educational needs

Accountable to: SENCo

Accountable for: Assisting in the planning, provision, monitoring, recording and reporting involved in assigned pupils' individual needs

Key Accountabilities under the direction of the SENCo and class teacher:	Key Tasks
1. Planning activities and resources	<ul style="list-style-type: none">• Participate in the planning of a range of activities for a group or an individual• Prepare and adapt teaching materials, equipment etc. which facilitate the pupils' access to the curriculum• Ensure resources prepared are available to all staff through efficient storage, filing and retrieval systems
2. Assisting in classroom management	<ul style="list-style-type: none">□ Assist in the preparation of the classroom, the reception of pupils, the organisation of materials and the checking and clearing of the classroom
3. Supporting students in the SLC/Inclusion and Internal Exclusion	<ul style="list-style-type: none">• Assist in preparation of the room• Provide emotional and academic support for students in this space, recognising the individual needs of the given students.• Support the behaviour expectations in both areas and follow the school guidance
3. Giving individualised support to pupils	<ul style="list-style-type: none">• Assist in meeting the pupils' needs for encouragement and reassurance• Attend to pupils' personal requirements and physical care, encouraging independence at all times• Ensure that the planned programme of activities is implemented; undertake specific tasks with individuals or small groups of pupils• Take the initiative in assisting pupils with setting and reviewing their personal targets; carry out individual interviews

4. Monitoring and recording progress of pupils	<ul style="list-style-type: none"> • Implement procedures for the monitoring, assessment (including carrying out relevant tests of literacy, spelling etc.) and recording of pupils' progress • Contribute, where appropriate to any multi-disciplinary discussion of pupils' needs / progress, and contribute to informal and annual reviews
5. Ensuring professional understanding and personal development in the area of SEN	<input type="checkbox"/> Participate in relevant staff development activities

This is a description of the main duties and responsibilities of the post at the date of issue. The duties may change over time as requirements and circumstances change. The person in post may also have to carry out other duties as may be necessary from time to time and would be expected to undertake any **reasonable** task, as directed by their Line Manager.

PERSON SPECIFICATION

In selecting candidates for interview and eventual selection, the Governors will be looking for people with relevant education, experience, job-related knowledge, aptitudes and skills, and many of the personal qualities listed below. The Governors welcome applications from people who consider that they could meet most if not all of the requirements listed.

EDUCATION / QUALIFICATIONS

- Some evidence of Further Education (e.g. A level, college course etc.)
- GCSE C equivalent in English and Mathematics

EXPERIENCE (*desirable but not essential*)

- Experience of working with teenagers
- Experience of working in a school
- Experience of working with a team of people

JOB RELATED KNOWLEDGE, APTITUDE AND SKILLS

- A keen interest in children as individuals, in how they learn, and in a collaborative approach to learning
- Knowledge of or a keenness to develop knowledge of - how pupils learn
 - effective teaching strategies to support learning
 - what difficulties pupils can have in learning
 - use of diagnostic tests
 - effective strategies to address the specific learning difficulties of individuals in school
- Knowledge or commitment to developing knowledge of ICT skills (word processing etc.)
- Ability to work well with teachers
- Ability to relate well to pupils of secondary school age on a one to one basis and in small groups
- Organisational skills for maintaining and filing resources
- Organisational skills for directing pupils in their learning
- Effective oral and written communication
- Creative skills for producing resources

PERSONAL QUALITIES

- Flexibility and adaptability
- Empathetic
- A sense of humour and perspective
- Willingness to learn
- A capacity for hard work and the ability to manage its pressures
- The ability to be self-critical
- An ability to establish good working relationships with a wide range of people including students, parents, governors and colleagues □ Remain calm under pressure