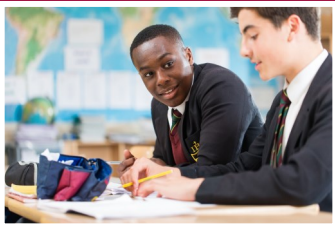




WIMBLEDON COLLEGE



TEACHING SUPPORT ASSISTANT INFORMATION PACK



Jesuit Schools

WELCOME TO WIMBLEDON COLLEGE

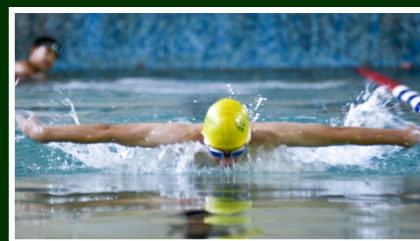
Wimbledon College is a popular and oversubscribed school which prides itself on its exam results at both GCSE and A level with results significantly above national averages. As a Jesuit school, our ethos can be summed up by St Ignatius Loyola's vision for Jesuit schools as being "for improvement in living and learning for the greater glory of God and the common good." Central to St Ignatius' vision and to the College is the education of the whole person, providing each pupil with the opportunity to strive for excellence in all that they do.

The school is accommodated in striking Grade II listed buildings on Edge Hill, above the parish church of the Sacred Heart, on a spacious green site in a conservation area. Private and public funds have facilitated a substantial development of the facilities of the College over the last fifteen years.

The College currently has close to 1300 boys on roll including 270 in the Sixth Form. It is a great place to work with a supportive, committed staff who share the school's high expectations. All teachers are specialists in their subjects and there is a well-established CPD programme which encourages staff to work collaboratively on self-identified areas of research and pedagogy.

Wimbledon College has a strong system of pastoral care and discipline. All teachers are form tutors and work with Heads of Line in ensuring every boy is supported, cared for and challenged to progress academically and become involved in the wider life of the school. The school's intake is truly comprehensive academically, socially and economically and ethnically. It draws from across southwest London and from Surrey and north of the Thames also. Last year saw boys join the College from over 40 different schools. Places in Y7 are regularly oversubscribed threefold.

We encourage all of our boys to be involved in extra-curricular clubs and activities and we offer over 80 different such opportunities to the boys. The school has a strong tradition of drama and music as well as a very extensive sports programme in the school, financially supported by parents' donations to the School Fund.



THE ROLE

required from September 2025 for one year initially

Teaching Support Assistant

Salary scale : NJC Scale 5 [Outer London]

Working 35 hours per week 8am to 4pm, 40 week per year

Closing date: 12pm Monday 30th June 2025

The duties will include providing lesson supervision for absent teachers, providing support for teachers in their daily work such as assisting with preparation of resources and setting up classroom displays.

Experience of working with teenagers is desirable (either paid or unpaid capacity), preferably in a secondary education setting.

Training will be given as needed.

Interviews will take place as soon as is practicable after the closing date.

References will be requested prior to interview. Any queries regarding the recruitment and application process should be directed to the College Secretary (hr@wimbledoncollege.org.uk)

We will withdraw the advert if a suitable candidate is found in advance of the deadline so please apply as soon as possible.



THE ROLE

Main purpose of post

To undertake the role of providing lesson supervision to cover for absent teachers.

Other duties include providing support for teachers in their daily work such as assisting with preparation of resources, setting up classroom displays and general administration support for a department or faculty. This can also include working with the 6th Form Team and supporting pupils by supervising the study halls.

Working Environment

Depending on the skills of the successful applicant the majority of work will be in the classroom but there may also be, indoor or outdoor sports activities, study hall or lunchtime supervision and school trips. A busy environment where the postholder will be required to provide help where it is needed at short notice.

Duties and responsibilities

Support of Teaching and Learning

- To undertake cover, providing lesson supervision in the absence of a teacher.
- Supervise 6th form Study Hall.
- To support sport and activity sessions.
- To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Provide detailed verbal and written feedback on progress, pupil responses to learning activities and pupil behaviour to teachers.
- Encourage students to interact and engage all students in activities.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop, recognise and responding to their individual needs.
- Use behaviour management strategies, in line with the school's policy and procedures, to contribute to a purposeful learning environment and encourage pupils to interact and work co-operatively with others.
- Organise and safely manage the appropriate learning environment and ordering of resources.
- Promote and reinforce pupil's self-esteem and independence and employ strategies to recognise and reward achievement of self-reliance.
- Use ICT effectively to support learning activities and develop students' competence and independence in its use.
- Organise and collate work for absent students.
- Administer and invigilate exams/tests.

Mentoring, Supervision and Development

- Actively seek information regarding, and utilise, the range of activities, courses, organisations and individuals to provide support for students to broaden and enrich their learning.
- Support and guide other less experienced learning support assistants' work in lessons when required.
- To improve own practice, including through observation, evaluation and discussion with colleagues.

THE ROLE

Behavioural and Pastoral

- To adopt a range of strategies, in line with the schools' policy and procedures, to establish a purposeful learning environment and to promote good behaviour.
- Demonstrate and promote the positive values, attitudes and behaviour. Establish productive working relationships with students, acting as a role model and setting high expectations.
- Record and use strategies to recognise and reward achievement and positive behaviour.
- Recognise and challenge any incidents of racism, bullying, harassment, victimisation and any form of abuse of equal opportunities, ensuring compliance with relevant school policies and procedures and making sure the individual/s involved understand it is unacceptable.
- Understand and implement school child protection procedures and comply with legal responsibilities.
- Assist in maintaining good discipline of pupils throughout the school and escort and supervise pupils on planned visits and journeys.
- Always be alert to safeguarding and welfare issues through the course of your duties, reporting any concerns immediately to the Designated Safeguarding Lead (DSL) or deputy DSLs. Concerns should be logged on CPOMS.

Administration Support

- Providing administrative support for teachers in their daily work including preparing resources and photocopying.
- Setting up displays of pupils' work.
- Cataloguing, preparing, issuing and maintaining equipment and materials.
- Stocktaking and ordering resources.
- If situated in the Arts Faculty, Co-ordinate peripatetic Music timetable with staff and pupils'
- Assisting the Heads of Departments with administrative tasks.
- Liaising with support staff within the school and with external agencies where required.

Supporting the school

- To participate in relevant in-service training and actively seek other learning activities.
- To attend and participate in meetings as required.
- To provide first aid (where appropriate training has been provided).
- To participate in performance development/appraisal, contributing to the overall planning, development, ethos, work, aims and organisation of support service to the school.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- To comply with school policies and procedures. Including safeguarding, health, safety and data security. Reporting any concerns to an appropriate person.
- To be aware of confidential issues linked to home/pupil/teacher/schoolwork and to keep confidences appropriately.
- To undertake other appropriate tasks as directed by line managers or the Headteacher.

This is a full-time post 35 hours a week term time + 3 or 4 INSET days, 1or 2 days at the end of August and one further week in the summer holidays. Standard hours are Monday to Friday 8am to 4pm allowing up to one-hour unpaid break (over break & lunch times) (working 7 hours per day). Attendance at evening meetings and events may be required.

THE ROLE

candidate profile

- Demonstrable levels of high standards of literacy and numeracy (e.g. GCSE A*-C or 4+ in Mathematics or English).
- A minimum of two years' experience of working with children is desirable but not essential (either paid or unpaid capacity) preferably in a secondary education setting.
- Experience of delivering sport coaching (Desirable).
- You will have good interpersonal and organisation skills.
- You will be able to communicate effectively both orally and in writing.
- Sound IT skills to support learning and maintain electronic information.
- Have a good knowledge / working experience of a range of sports. (Desirable)
- Able to form and maintain appropriate professional relationships and boundaries with children and young people.
- Ability and willingness to work constructively as part of a team.
- Ability to supervise pupils effectively both in and out of school in line with the school's behaviour policy.
- The ability to encourage and inspire young people through sport.
- Ability to deal with sensitive information in a confidential manner.
- Ability to help children and young people to transfer their learning to other parts of their lives.
- Ability to provide a good role model to young pupils.
- Ability to use own initiative and work flexibly.
- You will have energy, enthusiasm, flexibility and determination to succeed.
- You will have a strong commitment to your own Continuous Professional Development.
- Supportive of the Jesuit ethos of the school.

Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Teaching Support Assistant will carry out. The postholder may be required to do other duties appropriate to the level of the role.

THE DEPARTMENTS

Teaching Assistants at Wimbledon College

Teaching Assistants, when not assigned to cover lessons, are based in a Faculty staff room where their workstation and admin support tasks are assigned. The teaching assistant may be based in one Faculty but will work across the departments to provide support where needed.

Arts Faculty

The Arts Faculty is a friendly and welcoming department with a range of different backgrounds. We are a close team who work hard to teach lively and engaging lessons, seeking to help pupils of all abilities develop their competence and enthusiasm for these closely linked practical subjects of Music, Drama, Art and DT



Music Block

The faculty has two staff rooms, one in the Art block and one in the music block, where each member of staff has their own PC, plus work and storage areas. TSA's for this faculty are based in the music block staff room. The music department is housed in a purpose-built music school, opened in 2005,

Art Block

In the Art block there are 2 large Art rooms with an adjoining IT room/library, a dedicated Sixth Form Art room, Art store room, 2 large, well-equipped workshops with an adjoining CAD room, wood store/cutting room and laser cutter room. We also have a number of 3D Printers which are used across KS3 and KS4 in a variety of projects. All rooms are recently renovated and have interactive whiteboards. All rooms offer lots of space and light as well as good display areas and separate storage.



THE DEPARTMENTS

English Faculty

The English Department is a close team who work hard to teach lively and engaging lessons, seeking to help pupils of all abilities develop their competence and enthusiasm for the key areas of reading, writing and speaking and listening. Enrichment is provided by extra-curricular activities in drama, debating, public speaking, a journalism club and theatre trips. Underpinning all our work is the school's ethos of 'cura persona' (the care of the individual).

The English Block

The department has a specially designated English Staff Room, where each teacher has their own PC, plus work and storage areas. Seven English classrooms are located nearby, each with interactive whiteboards and PCs. A library for the lower school is accommodated in a classroom near to the Staff Room.



MFL Faculty

The MFL Department at Wimbledon College promotes the importance of learning and speaking foreign languages in the modern world. However, we do not only teach the skills and the linguistic knowledge necessary to acquire a foreign language, but also the cultural and social background that surrounds and influences the language.

At KS3 pupils learn either French or Spanish and have three periods a week of 50 minutes each. At KS4 pupils are entered for AQA GCSE French and Spanish, with KS5 students entered for AQA A Level French and Spanish. Languages in the Sixth Form are offered in partnership with the Ursuline High School with both schools sharing the teaching of courses.

We believe that residential visits abroad offer our pupils not only the opportunity to develop their linguistic competence but also to understand the cultural and historical background around the language studied. We run one student exchange with a Jesuit school in Toulouse for our Year 9 French and two Residential Trips: one to France for our Year 7 French and one to Malaga for our Year 9 Spanish.

MFL Block

All the MFL classrooms are accommodated with a PC, projector, interactive whiteboard and a sound system. This year we also have some new interactive Touchscreens that have been installed in some of our classrooms. There are also opportunities to take pupils to the ICT rooms.

THE DEPARTMENTS

Science Faculty

Wimbledon College has a strong tradition of success in Science and offers a broad range of opportunities to study Science both in timetabled lessons and an extensive extra curriculum programme of events, visits and clubs. The school is also an Associate School of the Royal Society and regularly participates in its education events.

The staff that make up the Science department are friendly, supportive and experienced.

Mathematics Faculty

The Mathematics Department recognises that the study of Mathematics helps prepare young people for the world of work. Without an understanding of Mathematics life chances are somewhat reduced. It is our philosophy at the College that pupils appreciate the beauty of the subject. and learn to be inquisitive.



The Science & Mathematics Block

The department has ten laboratories, all of which will have been gradually refurbished over the last few years. There is an independent learning area for Sixth Form Science students with 16 computers. There are three full time science technicians helping ensure a practical approach is followed in the teaching of science at all levels and that ensures that the work done in class is aiming to be creative, engaging and challenging for the students. The department shares a faculty base with the Mathematics department, each member of staff having their own work station with computer access.

The Mathematics department has seven main specialist teaching rooms . All are fitted with interactive whiteboards and PCs. All rooms are networked to give access to several new software packages and centrally held schemes of work and teaching resources. All rooms have access to resources, and textbooks.



THE DEPARTMENTS

Humanities Faculty

Religious Education

We currently have five full-time teachers of Theology & RE at the College with the Headmaster a member of the department. In our last Section 48 inspection we were judged to be "Outstanding". Religious Education extends throughout and beyond the curriculum in a Jesuit school. It is concerned with the ultimate meaning of human life and developing an appreciation of the presence of God in



Geography

The department strives to make the study of geography interesting, fun and accessible to all pupils.

The department has three main specialist teaching rooms (H10, H6, and H3). All are fitted with touch screen smart boards and PCs. All rooms are networked to give access to several new software packages and centrally held schemes of work and teaching resources. All rooms have access to resources, textbooks and other teaching resources.

Past trips have included; Iceland, Lake District, Wembley Stadium, Juniper Hall in Surrey and a 6th form residential trip to Slapton in Devon. The department also provides students with regular opportunities to carry out fieldwork within the local area and on the school site.

History

History Department which comprises of five teaching staff.

The department has four main specialist teaching rooms (H9, H7, H2 and the TDC). All are fitted with touch screen smart boards and PCs. All rooms are networked to give access to several new software packages and centrally held schemes of work and teaching resources. All rooms have access to resources, textbooks and topic books.



THE DEPARTMENTS

PE and Games Faculty

The department is formed of five enthusiastic, very dedicated and hardworking people who, together, ensure that all pupils achieve their full potential.

The department has the use of a number of facilities on the Edge Hill site that include,

Swimming pool

Sports Hall

Weights and fitness area

7 cricket nets

Fields [including Rugby pitch and gridded area]]

A 3G pitch [installed 2023]



A short distance away are the school playing fields that encompass 3 rugby pitches and a cricket square that are used for Games lessons and extra curricular fixtures.

The PE department has its own staffroom space, each member of staff having their own work station with computer access.

The PE Department prides itself on its extensive extra curriculum programme covering a range of sports, with the main sport of Rugby in the Autumn term, Football in the Spring term and Cricket and Athletics in the summer term. We also have very strong Swimming and Basketball programmes and we regularly supply ball boys for the Wimbledon Tennis Tournament at the All England Club.



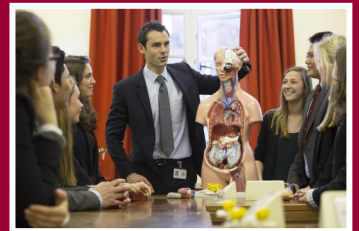
STAFF DEVELOPMENT

At Wimbledon College, we believe that professional development is an essential and inherent part of your role regardless of the stage you are at in your career or the position you hold. This results in bespoke CPD journeys based on your current position and the trajectory you would like your career to go in. Every staff member is supported along that journey. Through a combination of internal and external CPD opportunities staff are able to develop their own skills and competencies and then have the opportunity to share those with colleagues from the College and across the borough.



We use a range of resources and strategies within and outside the College to achieve this:

- We have staff completing external leadership courses such as NPQs and Merton specific Leadership Courses
- We engage with a wide range of organisations, including UCL, Bluesky and PixL to support the delivery of our extensive professional development programme for both career progression and skills development tailored to individual needs
- We have a coaching programme to allow both teaching and non teaching staff to share best practice and offer career advice and guidance.
- We have in-school groups that work collaboratively on projects around a chosen topic such as promoting literacy across the curriculum



We fully appreciate the importance of training for support staff and have a generous budget to ensure that external courses are available in addition to in school training for all interested support staff.



Our aim is to empower staff to ascertain their own professional needs, both within and around their role, and to provide whatever support they require to flourish.



WORKING AT WIMBLEDON COLLEGE

"I'm really pleased to have joined the Sixth Form team this year as Head of Rhetoric (Y13). Supporting students at such an important time of transition in their lives comes with a great deal of unexpected challenges. Thankfully, I have a lot of experienced staff in the pastoral support team to lean on. I try to stay as organised as possible and 'control the controllables' so that I can respond to any problems arising with a clear mind. Of course it's a demanding job but seeing my students engage with learning in a positive way and start to achieve success is equally rewarding."

Antoinette, Head of Line (Year)



"I've really enjoyed developing my career from NQT to Head of Department in the time I have been at Wimbledon College. I have been well supported every step of the way and am looking forward to the opportunities and challenges being HOD will offer me. I am hoping to expand the History department by offering more extra curricular activities and continuing with the work to ensure our curriculum reflects the diversity of the students."

Claire, Head of Department



"Starting my teaching career at Wimbledon College has undoubtedly been the best decision I've ever made. I couldn't have asked for a more supportive and nurturing environment. The staff here form a true community, and throughout my ECT year, I was always able to seek advice from them, both within and outside of my department. I'm always impressed by their dedication to the students at the college. The pupils have been a pleasure to teach, and they are motivated to learn and thrive. I've had many opportunities during my time here, including teaching across all key stages (KS3-5) and participating in various extracurricular activities such as geography field trips and school ski trips. As a new Head of House, I've also been given valuable opportunities to share in with the pastoral side of the school. I continue to be amazed by the hard work that goes on behind the scenes, beyond just the lessons. Our ethos of being "men and women for others" is clear to see in all aspect of the school, and it has made this a wonderful place to teach."

Lewis, ECT+1



STUDENT TESTIMONIALS

"I am very proud for having being part of a Jesuit school. It not only brings a sense of belonging in the sense of feeling part of the Jesuit family. All the boys have a real sense of community and I have made long standing friendships"



"The opportunities I have had this year to go so much further into the life of the school has made me realise how much people really do care about it. Especially the staff, who have inspired me to love my subjects and would go so far to get what's best for each and every pupil. The daily interactions with them are invaluable."

"I feel very proud to call myself a student of Wimbledon College. Whether it was doing up my tie in the morning with seven stripes or holding my hand on my heart above the Wimbledon College logo when I was preparing for a football game for the school, I always knew that my identity was a Catholic student of Wimbledon College, and I aimed to show that in everything I did, in and out of school. Every member of staff along the way encouraged me, and influenced me to work to my strengths, furthering my admiration of the subject, and overall, the teachers made me feel a sense of pride about my God-given talents."



"I don't believe any other school focuses on the men that we shall become and how we will impact the world around us, and for that reason I am proud to have attended the College. I have been able to achieve targets in and out of the classroom which I am very proud of, and there have been teachers along the way that I have always been able to turn to. Wimbledon College has furthered my development into a young man who is ready for the next step in his life, and I believe that is all a school is there to do"



"Every opportunity that comes my way to help my fellow students in need is an integral part of life at Wimbledon College. The school encourages us to live for the success of not only ourselves, but our colleagues likewise."

"Wimbledon College has given me opportunities that I never dreamed of doing and has taught me how to be a better man through respecting other, listening and adapting myself to challenging situations."



"The College has allowed me to become an individual who acts as a natural leader, sharing success with peers. Wimbledon College brings out the philosophical side, and allows for a deeper meaning of our world, that will encourage us to explore more when we leave."



WORKING IN A JESUIT SCHOOL

Jesuit schools

There are eleven Jesuit schools in Britain, including two comprehensive schools, one state primary school, two senior independent boarding schools, four preparatory schools, and an independent day school in Scotland with its own junior school.

These schools are part of a much wider network of Jesuit education. The Society of Jesus is responsible for 3,780 primary and secondary schools, colleges and universities educating some 2½ million students in over 70 countries. This great responsibility and enterprise is undertaken in partnership with thousands of lay people, Catholics and non-Catholics alike, who share the vision and spirit of Jesuit education. It is their generosity and commitment which make the Jesuit identity and mission of the schools a reality. All of the Jesuit schools in Britain are led by lay head teachers.

In most of the schools, a majority of the pupils will come from Catholic backgrounds.

Staff in Jesuit schools come from a wide range of religious and philosophical backgrounds. Many will be committed Catholics or belong to other Christian churches, while others will have a Catholic or Christian background but have questions about their faith. Some will be from other religions. Others may have no particular religious belief. All have an important and valued part to play in the education of children and young people in Jesuit schools.

Expectations of staff in Jesuit schools

If you join the staff of a Jesuit school, you will be joining a strong Christian community with a sense of purpose. Its underlying values of respect for the individual and giving each person every opportunity to develop their talents and grow as a person will be accorded to you as much as to everyone else. Generosity is a hallmark of Jesuit schools, both in what is expected from staff and as an attitude encouraged and fostered in the pupils.

Many of the expectations of your work in a Jesuit school will be exactly the same expectations any good school would have. These include being competent and enthusiastic in your work, being interested in and committed to the development of pupils, and playing an active role in the wider life of the school.

In a Jesuit school there will also be expectations that you will support the school's Jesuit character, including its prayer and worship, its historical and spiritual traditions, its emphasis on growth in faith and the service of others, its values of personal responsibility, tolerance and justice, and its promotion of intellectual enquiry and striving for excellence.

