



Teaching Assistant Recruitment Information





HENLEY BANK HIGH SCHOOL

March 2019

Dear Candidate

Thank you for your interest in the post of Teaching Assistant at Henley Bank High School. We are seeking a qualified Teaching Assistant to join our SEN Team.

We are a proud member of the Greenshaw Learning Trust, a 'family' of like-minded schools, that collaborate to provide mutual support, share their good practice and learn from each other, whilst retaining and developing their own distinctive character.

At Henley Bank High School our aim is that every student who attends the School has a better chance of success than if they attended any other school.

Our website provides a clear picture of our aspirations and our vision; however, please do not hesitate to contact us to seek further information. We very much look forward to receiving applications from candidates whose personal qualities, values and experiences support and reflect ours.

If you would like an opportunity to visit our school, please contact fcutler@henleybankhighschool.co.uk, to arrange a suitable time.

We are committed to safeguarding and promoting the welfare of children and young people therefore this appointment will be subject to vetting, including an enhanced DBS disclosure.

How to apply

Please download and complete an application form and send together with a covering letter of no more than 2 sides of A4. An application form can be found on our website www.henleybankhighschool.co.uk

Please email the completed form to: recruitment@henleybankhighschool.co.uk

Please note we do not accept CV's.

Closing date: 9.00am, Monday 18th March 2019

Interviews will be held: to be advised

Yours sincerely

Mr Bradley Nash

Headteacher

Scale Range	Scale Point 18-21 depending on experience (£18,870- £20,541 per annum)
Working Pattern	Term Time Only (38 Weeks) + 5 INSET days
Start Date	As soon as possible
Report to	SENCO / Teacher

We are looking for a Teaching Assistant to join our SEN Secondary team on a permanent basis. If you are committed to learning, self-motivated and hardworking, we would like to hear from you.

.Key Duties

Strategic Direction

- To contribute to the evaluation of the school's SEN Policy and Inclusion Policy and practice through discussions with relevant staff
- To attend appropriate in-service training provided by the school or local authority
- To attend school team meetings and meetings with external agencies as required and to prepare reports for these meetings, if required

Key duties

- To provide in-class support for identified individual students or small groups of students (e.g. 4-5 students), including specialist subject support as appropriate.
- Under the direction of the class teacher, to assist in the management of the whole class through the overt modelling of effective behaviour management techniques.
- Under the direction of a class teacher, SENCo or Specialist SEN Teacher, to develop and lead small group work for identified students (e.g. reading schemes, phonics, spelling, numeracy, speech and language and social skills to groups of 4-5 students) and to contribute to the appropriate paperwork for these groups.

- To assist in the production of teaching and learning materials for students, including differentiating the materials.
- To provide support, to include personal care, for student(s) experiencing physical or medical difficulties (following training), and physio/transferring of students as appropriate.
- To provide after school support for identified students as required.
- To provide regular feedback to the class teacher and to the SENCo or the relevant line manager.
- To provide support with emotional literacy/mentoring within a small group (e.g. 4-5 students) or on an individual basis as directed by the SENCo or relevant line manager
- To use appropriate systems for recording the progress of students with behavioural and learning difficulties.
- To provide data and information to inform Annual and Transition Review paperwork, PSPs (Pastoral Support Programmes), Student Profile documentation and Academic Reporting.

Person Specification

Qualifications	Essential	Desirable
At least five GCSE's or equivalent, which must include at least a C grade in Maths and English.	●	
Minimum Level 3 vocational training/qualification in the care, development and education of children or relevant experience.	●	
Evidence of personal commitment to CPD.	●	
Experience and Knowledge	Essential	Desirable
Previous experience of working with children in an educational setting.	●	
Successful experience of working within a Secondary school		●
Experience of using Information Technology to support students in the classroom.	●	
Experience of supporting SEN students in a mainstream classroom environment.	●	
Skills and Abilities	Essential	Desirable
Knowledge of strategies to recognise and reward efforts and achievements along with the ability to encourage students to become self-reliant and independent learners.	●	
Knowledge of SEN.	●	
Excellent communication with children and parent/carers	●	
Good behaviour management.	●	
Able to adapt activities to suit the Child.	●	
Possess strong interpersonal skills.	●	
Be dependable, able to follow instruction and respond to management directions.	●	
Have a willingness to extend skills through appropriate training.	●	
Have good working ICT knowledge.	●	
Personal	Essential	Desirable
A strong character who is able to organise, motivate and lead a large team so that they succeed.	●	
A passion and desire to drive things forward.	●	
The confidence to take risks and do things differently		●
Commitment to working within the School's Safeguarding Policy and Procedures.	●	
Commitment to high standards and expectations.	●	
High levels of professional integrity, energy and enthusiasm.	●	
Flexibility to undertake any role within the department.	●	
A good sense of humour.	●	