



THE STONEHENGE SCHOOL



TEACHING ASSISTANT Application pack

The Stonehenge School
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WELCOME FROM THE HEADTEACHER

At the Stonehenge School we believe that there is no limit to any student's potential. We aspire to develop a positive learning community in which effort, participation and achievement are valued.

Striving for excellence, we aim to create an outstanding school where students are happy, healthy and given opportunities to exceed their expectations. Enriched by history and culture, Stonehenge is a school for the future.

The school is increasingly popular and to cater for a rapidly expanding roll we have had a state-of-the-art extension providing 23 additional classrooms, and a brand new performing arts block to replace our older, original accommodation. We are now in a position where the facilities are some of the best in Wiltshire and ensure that we are able to provide the very best education for the pupils that we serve.

Applications for entry into Year 7 have been over-subscribed in each of the last three years, and we are ever closer to reaching our full capacity of 1120 pupils.

The school community is important to us, meaning that we have strong relationships with our students, and a collegiate supportive atmosphere within staff.



PERSONALISED PROVISION

Our pedagogical approach is centered around the 'Cornerstones' of our teaching and learning approach, with assessment built around a 'milestone' structure. All of which is based around research-driven approaches that ensure effective progress whilst also maintaining sustainable workloads for staff.

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At Key Stage 3, key skills and knowledge are assessed using our 'I can' system, allowing teachers and students to keep track of their learning and progress. Students are given the flexibility and ownership to design their own option choices towards the end of Year 8, meaning that students study the curriculum that they choose, whatever their ability, allowing them to fully realise their future aspirations. At Key Stage 4 students are offered the full Ebacc, and the importance of taking a humanities and a language is discussed with parents as part of the options process. A variety of vocational courses are also offered to allow for development towards particular careers, or the pursuit of individual interests.

PREPARING FOR THE FUTURE

Qualifications are highly important, and our examination results reflect our commitment to this. However, school is also about preparing students for their future career and roles in the larger community. Students are offered many opportunities to develop team working and leadership skills. The prefect team in Year 11 is led by the Head Boy, Head Girl and their deputies. Students can initiate projects and share decision making through an active School council and the House system.

Careers guidance is provided throughout all years. A large number of students enjoy taking part in activities throughout the school year, including drama productions and musical concerts. We have excellent sporting facilities on site and at Amesbury Sports Centre, as well as exclusive use of the 22 acre playing field on Holders Lane. We run many sports teams and offer a number of extra-curricular sporting clubs, including rugby, netball, hockey, football and cricket. Trips and visits are run regularly; Year 9 can visit Pencelli Activity Centre in Wales and older students may take part in the annual ski trip to Europe. There are regular Geography field trips and the Languages department arrange annual visits to France or Germany, as well as an extensive and growing list of residential trips across the curriculum.

The latest Ofsted inspection took place in September 2022 and concluded that... "The Stonehenge School continues to be a good school" and that "pupils like coming to school". They explored the "clear vision (that we have) for the school's next steps" and the "broad curriculum that (is) in place for every pupil".

A recent evaluation by the Local Authority reported that 'there is a positive and respectful school culture where the staff know and care for the students' and the 'leaders have a clear consistent vision which is realised through strong, shared and owned values and practice', and praised the emphasis that we place on developing our staff.

I look forward to welcoming applications from you,

Carole Dean

Teaching Assistant

Required as soon as possible

31 hours per week/39 working weeks per year (including all 5 TD Days)

Permanent Contract

Monday – Friday 8.30am –3.00pm, (30 minutes unpaid lunch)

+ 1 hour after school club each week

Closing date – Friday 10th January 2025 9.00 am

Interview – tbc

Due to staff progression and increase in pupil numbers, we are looking to recruit enthusiastic people to become an essential part of the Teaching Assistant team here at The Stonehenge School.

The role requires you to support the learning of specific students with additional educational needs either within the classroom or 1:1, or in intervention groups. You will be working as part of a supportive team.

Successful candidates will support the school to provide a stable, caring and supportive learning environment; to enable pupils to achieve their full learning potential and facilitate their personal, academic, social and moral development.

You will have a good standard of written and spoken English and Maths skills at a suitable level to support students up to Key Stage 4. Having the ELSA qualification is an advantage but not essential.

Further details and an application form can be found on our website via the following link - <https://www.stonehenge.wilts.sch.uk/vacancies/>

You should provide detail outlining your skills applicable to the role and reasons for applying. This should be returned to Mrs D Harker, The Headteacher's PA, The Stonehenge School, Holders Road, Amesbury, Wiltshire, SP4 7PW by the closing date.

TEACHING ASSISTANT JOB DESCRIPTION

Reports to: SENDCo
Salary: Grade E, points 6-8 (Actual salary (£18,148 - £18,731))
Contract type: Permanent

The Role:

To assist in the support and inclusion of children with special educational needs within a mainstream school, working under the instruction/ guidance of Teachers to enable pupil access to learning.

Main Duties:

Supporting pupils learning, either in groups or through 1:1 work. The exact tasks will depend on the learning support needs of the pupil/s but may include:

- supporting the development of skills in literacy, numeracy, communication and social and behavioural needs
- differentiating work for individual pupils to suit their ability
- using knowledge of pupils learning support needs to suggest appropriate adjustments to lesson plans to Teachers
- clarifying and explaining instructions
- ensuring pupils are able to use equipment and materials provided
- motivating and supporting pupils
- helping pupils to concentrate on and finish work set
- meeting physical needs as required while promoting independence
- liaising with class teacher and Special Educational Needs Co-ordinator about Individual Education Plans
- developing appropriate resources to support pupils

Supporting pupil's self-esteem, inclusion and behavioural development, e.g.

- encouraging an acceptance and inclusion of the pupil with special needs
- developing methods of promoting/reinforcing the pupil's self-esteem and independence
- providing individual supervision in and out of the classroom for pupils with behavioural problems
- establishing a supportive relationship with pupils
- reinforcing the school ethos, e.g. expectations of behaviour within class and elsewhere on the school site
- supervising pupils on outings, school activities

Provide physical/personal care to pupils where required, e.g.

- helping with dressing/toileting
- undertaking physiotherapy and speech therapy exercises following instruction and advice from a qualified therapist

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- Operating/changing oxygen cylinders
- Moving in and out of wheelchairs, operating wheelchairs

Supporting the Teacher/s, e.g.

- Using knowledge and experience of the pupils concerned, to contribute, with the class teacher (and other professionals as appropriate), in the development and evaluation of a suitable programme of support for children who need learning support
- Contribute to the development of Individual Education Plans and reviews of pupil progress
- In conjunction with the class teacher (and other professionals as appropriate) to
- develop system/s of recording pupil progress and contribute to the maintenance of this record
- Providing regular feedback about pupils to the Teacher/s
- Clerical support e.g. collation and copying of materials

Supporting the curriculum

- Support the delivery of the Literacy and Mathematics strategy along with other aspects of both the National Curriculum and the enhanced curriculum offered by the school.

Supporting the school, e.g.

- participate in a roving duty rota to supervise the behavior of students across the site during mid-morning break and lunchtimes
- where appropriate, fostering and develop links between a pupil's home and school
- assisting with setting up, storing and retrieving and general maintenance of classroom equipment and teaching aids, e.g. computers and computer software, resources, indoor and outdoor play equipment, photographic equipment etc.
- helping to ensure the hygiene of the teaching environment in cases of sickness or soiling
- administering minor First Aid under the guidance of a qualified person

Other Duties

The list of duties as above is not exhaustive. The post holder may be required to perform duties other than those given in this job description. The particular duties and responsibilities attached to the post may vary from time to time without changing the general character of the duties or level of responsibility entailed. Such variations are a common occurrence and would not in themselves justify the re-evaluation of the post. In cases, however, where a permanent and substantial change in the duties and responsibilities of the post occur, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.

Supervision and Management

The job holder has no regular supervisory responsibility for staff but assists in work familiarisation of peers and new recruits.

Creativity and Innovation (i.e. Problem Solving)

The job holder works within school procedures, policies and approved methods but sometimes

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has to interpret these to deal with a problem e.g. if the pupil supported cannot cope with a task the rest of the class are doing, the jobholder may implement a similar task which will give a degree of success for the pupil.

Key Contacts and Relationships

The jobholder has extensive contact with pupils, which involves mentoring, motivating and imparting skills and/or knowledge. Information is exchanged with Teachers and other school staff, school management, parents/carers and at times representatives of other Agencies e.g. Health, Social Care

Decision Making

The jobholder is expected to follow school procedures to resolve routine problems encountered in the job but to seek assistance, or approval to their recommendations, for anything more unusual.

Resources

The jobholder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

The jobholder is mainly based in a classroom setting and there is regular background noise. The work involves some crouching, stretching, or working in other constrained or awkward positions e.g. when dealing with pupils. There may occasionally be the need to deal with body fluids when giving personal care to pupils.

Knowledge and Skills

The role demands that the jobholder has the ability to undertake a range of tasks involving the application of rules, procedures and techniques. The jobholder needs a good standard of practical knowledge of learning support needs and ways of meeting these, and good skills in dealing with pupils. New entrants to the role will be competent to NVQ Level 2 standard in Learning Support, and will be required to develop their skills further for full competent performance of the job.

The Stonehenge School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post requires a satisfactory enhanced DBS disclosure.

TEACHING ASSISTANT PERSON SPECIFICATION

	Essential	Desirable
Qualification/Knowledge	A good standard of written and spoken English and Maths skills at a suitable level to support students up to Key Stage 4	ELSA qualification Other qualifications relevant to a secondary school setting
Experience	Experience of working with cross- sections of people Experience of working with young people in a paid or voluntary environment ICT literate	Experience of working in an education or learning environment
Personal Qualities	A positive attitude towards supporting students Smart appearance Excellent interpersonal and communication skills Methodical and organised working methods Ability to work as part of a team A calm and professional approach to various tasks Ability to meet deadlines and prioritise workloads A positive attitude towards personal development Dedication to the role The ability to work flexibly and respond to situations as appropriate	

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