



# THE STONEHENGE SCHOOL



## Alternative Provision TEACHING ASSISTANT Application pack

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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

## THE REDWORTH FOCUS CENTRE

The majority of Stonehenge School students are keen and able to learn and display a positive attitude to learning on a day-to-day basis. However, a minority of students can sometimes struggle to meet our behaviour expectations, either because they have not sufficiently learnt how to regulate their behaviour, or due to external influences creating barriers to behaviour for learning. Sometimes the barrier can be linked to attendance.

The Redworth Centre provides these students with a learning facility that continues their mainstream education whilst also offering them an opportunity to reflect on their behaviour. The aim of any time out at the Redworth Centre is always to return to the main classroom as soon as possible.

A student will normally be referred to the Redworth Centre once the strategies available to the main school have failed to make a positive difference. The Redworth Centre is immediately adjacent to the school and in a small group environment, students complete their studies away from the distractions of the main school. The length of their stay in the Redworth is dependent on the reason for the initial referral, and progress towards set targets. Some students also benefit from a blended model with a mixture of Redworth and the main school.

### Alternative Provision Teaching Assistant

Required as soon as possible

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

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

Closing date – Friday 10<sup>th</sup> October 2025 9.00 am

Due to the continued development of our Redworth Centre and offsite Alternative Provision, we are looking to appoint a dedicated and enthusiastic Alternative Provision Teaching Assistant to join our supportive team.

This role combines the core responsibilities of a Teaching Assistant with the additional focus of supporting students in our Alternative Provision and helping them to make successful transitions into and out of mainstream school. You will work directly with students based in the Redworth Centre, support their academic and social development, and assist in creating Unique Learner Passports (ULPs). You will also contribute to pupil pursuits for those at risk of referral to the Centre, and provide targeted interventions to ensure they are able to engage positively with their education.

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, SP4 7PW

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# TEACHING ASSISTANT JOB DESCRIPTION

Alternative Provision Teaching Assistant (Redworth Centre)

Reports to: Deputy Head in charge of behaviour and attendance

Salary: Grade F, points 9-11 (Actual salary £19,640 - £20,609)

Contract type: Permanent

## The Role

To support the inclusion, engagement and progress of students within the Redworth Centre, Alternative Provision and those at risk of referral. Working under the guidance of teachers and Centre staff, you will help students access learning, develop social and emotional skills, and make successful transitions between mainstream lessons and alternative provision.

## Main Duties

Supporting pupils' learning and personal development

- Support students individually or in small groups, either within the Redworth Centre, external Alternative Provision or mainstream lessons.
- Assist with literacy, numeracy, communication, and social/behavioural development.
- Help students to focus on and complete work set, adapting materials where necessary.
- Support reintegration of students into mainstream classes after time in the Redworth Centre.
- Promote independence, resilience, and positive attitudes to learning.

## Alternative Provision responsibilities

- Provide day-to-day support for students placed in the Redworth Centre.
- Carry out pupil pursuits/welfare checks for students at risk of referral to the Centre.
- Assist with transition and reintegration programmes.
- Work alongside staff, parents and external agencies to complete Unique Learner Passports (ULPs) and ensure these inform classroom practice.
- Act as a key adult/mentor for identified students, supporting their social, emotional and behavioural needs.

## Supporting behaviour, wellbeing and inclusion

- Encourage acceptance and inclusion of all pupils, reinforcing self-esteem and independence.
- Provide supervision, guidance and de-escalation strategies for students with behavioural difficulties.
- Contribute to the safe, caring and supportive environment of the Redworth Centre.

## Supporting teachers and the school

- Provide feedback to teaching and Centre staff on student progress and wellbeing.
- Contribute to Individual Education Plans (IEPs), ULPs and reviews.
- Help to prepare and maintain resources for teaching and intervention.

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- Supervise pupils on outings, activities or when working outside the classroom.
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#### Other duties

- Undertake training relevant to the role.
- Administer minor First Aid (with appropriate training).
- Support whole school expectations, including break and lunchtime 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 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

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fluids when giving personal care to pupils.

#### Knowledge and Skills

The role demands that the job holder 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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