



**BOURNEMOUTH SCHOOL  
FOR GIRLS**

**INFORMATION PACK FOR THE POST OF:**

**SENIOR TEACHING ASSISTANT – with responsibility for the Learning Centre**

27 hours per week

Term time only

£11,415 starting salary

We are looking for someone to join our SEND team in September. Our SEND team is small and therefore this is a key post as we continue to develop the support we give to our students.

Much of the work will be within our Learning Centre to help our students take on their planning and delivery of their curriculum programme. It is likely the number of students using the Learning Centre will be small but this gives a valuable opportunity to be truly effective. There will, at times, be work within classroom settings and on a one to one basis with students who need individual help.

As this postholder will be primarily based in the Learning Centre we have allocated responsibility for the Learning Centre (LC) to this role. With the right postholder in position we would like to see continuity and adaptability to support a cross section of students to their academic ability levels in a positive way.

As a Senior Teaching Assistant we are expecting the postholder to be fully conversant with the school curriculum, academic expectations and standards together with our legal duties in regard to safeguarding, the wellbeing of our students and the most appropriate method(s) of support for each individual student.

Bournemouth School for Girls is a successful secondary school for girls aged 11 to 18. We have an excellent academic record and offer an exciting and welcoming community for staff and students alike.

This information pack contains all the details on the post, its terms and conditions.

Applications need to be submitted on the Application form for Support Staff which can be found on our website [www.bsg.bournemouth.sch.uk](http://www.bsg.bournemouth.sch.uk)

Applications may be submitted by post or by email to [jford@bsg.bournemouth.sch.uk](mailto:jford@bsg.bournemouth.sch.uk)

<b>Closing date</b>	29 <sup>th</sup> August 2017
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**Bournemouth School for Girls, Castle Gate Close, Castle Lane West, Bournemouth, BH8 9UJ.  
Bournemouth School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects staff and volunteers to share this commitment.**



## BOURNEMOUTH SCHOOL FOR GIRLS

### **JOB DESCRIPTION**

<b>Job title:</b>	Senior Teaching Assistant – with responsibility for the Learning Centre	<b>Job Ref:</b>	XS 10.9
<b>Reports to:</b>	Deputy Headteacher/SEND CO	<b>Grade:</b>	Grade 7

### **Main job purpose**

This is primarily a Learning Centre with an additional classroom-based role.

The postholder will work as a member of the school SEN team, working within the school and Learning Centre to make a major impact on teaching and learning. All our staff have high expectations of all pupils and respect for their social, cultural, linguistic, religious and ethnic backgrounds. They are committed to raising pupils' educational achievement.

The primary purpose of the Senior Teaching Assistant is to complement the professional work of qualified teachers by taking responsibility for agreed learning activities within the Learning Centre under an agreed system of supervision. S/he will have a significant role to help those students within, or linked to the Learning Centre, plan and deliver their personalised learning activities.

He/she will typically spend time working with groups of students or individuals without the presence of the teacher(s) to whom he/she reports.

S/he may be deployed to release teachers for guaranteed planning, preparation and assessment (PPA) time. They may carry out work specified in the regulations made under section 133 of the Education Act 2002, under the direction and supervision of a qualified teacher.

**To undertake the following, subject to the direction and supervision of a qualified teacher in accordance with arrangements made by the Deputy Headteacher:**

**Supporting pupils linked or within the Learning Centre to plan and undertake their personalised learning programmes.**

1. To contribute effectively to the student's planning, delivery of their learning programmes. .
2. Work within a framework to plan their role in pupil learning to include how they will provide feedback to pupils and colleagues on pupils' learning and behaviour.
3. To contribute effectively to the selection and preparation of teaching resources that meet the diversity of pupils' needs and interests.

### **Delivering lessons to pupils.**

1. Using clearly structured teaching and challenging learning activities, they interest and motivate pupils, and advance their independence as learners.
2. Communicate effectively and sensitively with pupils to support their learning.
3. Promote and support the inclusion of all pupils in the learning activities in which they are involved.
4. Use behaviour management strategies, in line with the school's policy and procedures, which contribute to a purposeful learning environment.
5. Advance pupils' learning in a range of classroom settings, including working with individuals, small groups and whole classes in the Learning Centre.
6. Recognise and respond effectively to equal opportunities issues as they arise, including by challenging stereotyped views, and by challenging bullying or harassment, following relevant policies and procedures.
7. Be responsible for the Learning Centre.

### **Assessing and recording the development, progress and attainment of pupils.**

1. Support teachers in evaluating students learning needs and progress through the school's assessment systems.
2. Monitor students' responses to learning tasks and modify their approach accordingly.
3. Monitor students' participation and progress, providing feedback to teachers, and giving constructive support to pupils as they learn.

### **Reporting on the development, progress and attainment of pupils**

1. Contribute to maintaining and analysing records of students' progress.
2. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

## **Knowledge & skills**

### **Essential:**

Senior Teaching Assistants must demonstrate sufficient knowledge and understanding to be able to help the students they work with make progress with their learning.

1. A minimum of 5 GCSEs and a minimum of 1 A level.
2. Where relevant, have sufficient understanding of their specialist area to support pupils' learning, and be able to acquire further knowledge to contribute effectively and with confidence to the classes in which they are involved.
3. They must be familiar with the school curriculum, the age-related and academic expectations of our students, the main teaching methods and the testing/examination frameworks in the subjects and age ranges in which they are involved

4. They will understand the aims, content, teaching strategies and intended outcomes for the lessons in which they are involved, and understand the place of these in the related teaching programme.
5. They will know the key factors that can affect the way students learn and promote the inclusion and acceptance of all pupils within the classroom.
6. They are aware of the statutory frameworks relevant to their role.
7. They know the legal definition of Special Educational Needs (SEND), and are familiar with the guidance about meeting special educational needs given in the SEND Code of Practice.
8. They know a range of strategies to establish a purposeful learning environment and to promote good behaviour.

**Additional:**

Recent successful experience as a Teaching Assistant or similar position within an educational environment

1. Qualifications equivalent to NVQ Level 3 for Teaching Assistants
2. Successful completion of NVQ level 3 for Teaching Assistants/or equivalent specialist qualification /or minimum 40 credits towards Certificate of Higher Education or foundation degree
3. Willingness to undertake further relevant study or training

**Supervision and management**

To carry out duties subject to the direction and supervision of the Deputy Headteacher.

To supervise and manage students and their learning within the context of the learning environment, in accordance within an agreed remit from the class or subject teacher.

**Problem solving and creativity**

The postholder must act consistently within school policy and procedures to ensure that pupils are treated fairly and with equality. Lack of such consistency would have significant repercussions for other colleagues and for whole school ethos

The postholder will need to use a variety of interpersonal skills and strategies to establish supportive and positive relationships with colleagues, pupils, parents and carers.

Know and use the school's referral system as appropriate in the event of problems with an individual pupil, or class or other adult.

Flexibility in carrying out duties will be required.

**Key contacts and relationships**

Build and maintain successful relationships with students, treat them consistently, with respect and consideration, and be concerned for their development as learners.

Demonstrate and promote the positive values, attitudes and behaviour they expect from the students with whom they work.

Encourage students to interact and work co-operatively with others.

Work collaboratively with colleagues, and carry out their roles effectively: know when to seek help and advice.

Liaise sensitively and effectively with parents and carers, recognising their roles in the students' learning.

Aim to improve their own practice, including through observation, evaluation and discussion with colleagues.

### **Decision making**

There will often (regularly) be a need to make immediate (direct) decisions, without initial referral to teachers, in relation to classroom management and the care, control and safety of students. Such decisions must be taken in accordance with school policies but the postholder will often need to act on his or her initiative.

He/she will take responsibility for the maintenance of working standards and behaviour in the learning environment when working in charge of a group or class of students.

STAs will be employed to take classes when the teacher is not present. They will have engaged in planning the lesson in accordance with the teacher-designed scheme of work and are likely to assess and record pupil progress with all that this implies.

### **Resources**

Books, stationery, writing equipment  
ICT and AVA equipment

### **Working Environment**

Work within the established policies of the school

Includes work with individual pupils as well as groups and whole classes

Frequent use of ICT and AVA equipment

Lifting of books and equipment

Occasional disruption to planned tasks and order of tasks by students and colleagues

Occasional requirement to work outside the normal school environment eg visits

## Terms and Conditions

<b>Hours per week:</b>	27 hours per week.
<b>Weeks per year:</b>	43.51 paid weeks pa. This is a term time only post.
<b>Holidays:</b>	Initially 4.17 weeks, rising to 4.74 weeks after 5 years' service. All holidays are required to be taken within the school holiday breaks.
<b>Salary scale/point:</b>	Grade 7 SCP 19 – 23. Actual pay is £11,415 - £12,950 based on 27 hours pw, 43.51 weeks pa. The full time equivalent is £18,746 - £21,268 at age 21 and over.
<b>Condition of Post</b>	The appointment is subject to satisfactory references, police and medical clearance.  The appointment is subject to the satisfactory completion of a six-month probationary period.

## Recruitment Programme

<b>Advertisement:</b>	July 2017
<b>Closing Date:</b>	29 <sup>th</sup> August 2017
<b>Interviews:</b>	September 2017