



**BOURNEMOUTH SCHOOL  
FOR GIRLS**

Castle Gate Close  
Castle Lane West  
Bournemouth  
BH8 9UJ

Tel: 01202 526289

## **TEACHING ASSISTANT**

Term Time only  
32.5 Hours pw

We are looking for a Teaching Assistants to join us who can contribute to the team's support for small groups of students or individual students who may need additional one to one time. Work may involve learning support, organisational development, specific personalised and wellbeing support.

We would also be interested to know if you have any specialist experience with those on the autistic spectrum, ASD, anxiety or other specific healthy living support.

In addition to this full time TA post the school will be looking to appoint a part-time TA. Details of this post are issued separately but if less hours are of interest to you please indicate this within your application.

Our students range from 11 to 18 and the school seeks to provide an excellent academic experience together with a rich programme of personal development, clubs and activities and sport. It is important to us that we tailor our support to meet the needs of our students and therefore this potholder will be required to provide a flexible approach to the working day as the SEND team work more closely with the Heads of House and the pastoral support provided to our students.

These job particulars provide information on the post, terms and conditions. More information about the school can be found on our website and we encourage you to apply if you feel the job role is for you. Application forms can be sent by email to [LMckenzie@bsg.bournemouth.sch.uk](mailto:LMckenzie@bsg.bournemouth.sch.uk) or by post to the school address above. Full details of the post and are listed on the school website [www.bsg.bournemouth.sch.uk](http://www.bsg.bournemouth.sch.uk).

The closing date for applications is Friday 1<sup>st</sup> March 2019

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<b>Job title:</b>	Teaching Assistant	<b>Job Ref:</b>	XS 10.4
<b>Reports to:</b>	Head of SEN/ SEN Co-ordinator (SENCO)		

### Main job purpose

Responsible for working across a varied range of responsibilities.

The postholder will play an important role in supervising the activities of pupils during the teaching period and midday sessional break within the school, including both indoor and outdoors areas, ensuring a safe environment is maintained at all times.

To assist the SENCO/SEND team in promoting pupils' academic, social and emotional development through the development and implementation of programmes of pupil work and support (individual and group) and in the provision of 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.

There may be a Special Needs input to support pupils in activities. Support is both on a one to one basis and in groups, to pupils with high levels of anxiety as well as pupils with specific learning difficulties.

### Main responsibilities and duties

1. To support the teaching and learning processes.
2. To assist the SENCO in developing, implementing and managing individual/group pupil learning strategies aimed at the
  - management of pupil behaviours
  - establishing and maintaining of relationships with individual pupils and groups in support of pupils in learning activities
  - continuous review and development of the postholder's professional practice
  - Inclusivity of pupils with identified SEN needs

### Under the guidance of direction of the teacher/SENCO

1. Develop, maintain and apply knowledge and understanding of pupils' general and specific learning needs. To ensure that support is given to them at an appropriate level.
2. Teaching support is delivered individually and in groups through a range of tasks, mainly ensuring lessons are accessible to pupils with specific needs.
3. Focus support in areas needing improvement both academic and social.
4. Motivate and encourage pupils to concentrate on and fulfil the tasks set.

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5. Undertake learning activities to ensure differentiation and access to the curriculum.
6. Seek to ensure the promotion and reinforcement of pupils' self-esteem, appropriate levels of effort and behaviour and to guide pupils to become independent learners.
7. Contribute to the assessment of pupils' learning and the implementation of specific individual pupil targets and/or group targets.
8. To promote pupils academic, social and emotional development and assist teaching staff in the development of learning strategies, with the provision of teaching and learning resources and in the preparation and maintenance of a safe, secure and suitable learning environment.
9. Assist in the development, monitoring and evaluation of programmes of work
10. Contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
11. Assist in the preparation for educational visits, and where appropriate accompany/supervise students undertaking off-site activities.
12. Attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement.
13. Contribute to the process of school self review.
14. To liaise with parents and other professional agencies in support of pupil's needs.
15. To provide care and supervision of pupils within the classroom, within the school and outside of the school.
16. Escort pupils to school or parental transport, home or to hospital as necessary and/or support in the integration/re-integration of the pupil.
17. Develop an understanding of and provide for pupils' specific personal needs to ensure a safe learning environment.
18. To assume, when needed, sole supervision of groups of pupils. This may include whole classes for short periods in the absence of the teacher.
19. Additionally, under the overall direction of teaching staff the job may include some or all of the following duties, depending on the needs of pupils:
20. Under the direction of teaching staff and, where appropriate, to assist in the development of Individual Education Plans for pupils with special educational needs and contribute to IEPs.
21. To undertake a key worker role when required.
22. To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.

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23. To undertake continuous professional development

24. Promoting and safeguarding the welfare of children and young people in accordance with the school's safeguarding and child protection policy.

### **Knowledge & skills**

Experience of working with children in an educational setting is essential.

Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation, firmness, to be numerate and literate, a team worker and to have good oral communication. Background knowledge of the National Curriculum and School's procedures and policies.

Knowledge of pupils' individual targets and, where appropriate may require more specialised knowledge in specific curriculum areas.

Significant empathy with pupils who have additional or special educational needs. Where appropriate, to be prepared to undertake special skills training to meet additional educational and communication needs.

A willingness to attend courses as required to enhance the knowledge, understanding and skills to improve the level and quality of support given to pupils and teachers.

Sound interpersonal and supervisory skills, supported by recognised training are required to assist in managing the resources available.

Knowledge of legislation and regulations applicable to the support and care of pupils.

Minimum requirement of 5 GCSE's including English and Maths. A level and post specific qualification(s) would be an advantage.

### **Supervision and management**

Typically there will supervision available regularly within the day. Additional support may be provided by the SENCO

### **Problem solving and creativity**

On a daily basis, within prescribed school guidelines and under the direction of the SENCO develop a range of strategies to engage individuals and groups of pupils, often with differing requirements, in the experience of learning and in their personal, social, health and moral education.

Use a variety of interpersonal techniques to establish supportive relationships with pupils, parents and carers.

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There will be occasional interruptions. Deadlines will relate and be appropriate to the timetable being followed.

Additionally, creativity and innovation are needed to meet the special education and care needs of individual pupils, such as those with significant physical disability and emotional difficulties, including regular exhibitions of challenging behaviour and aggression.

A creative approach to supervisory duties, training and in supporting staff is required.

### **Key contacts and relationships**

Contact with all staff in school to pass and receive information, advice, guidance, suggestions and ideas.

Contact with Health Service professionals to provide support for the pupils with known medical conditions.

Contact with parents / carers and other agency staff to provide support for pupils, such as giving feedback on pupils progress. Such communications can be of a delicate nature depending on a pupils particular needs.

### **Decision making**

Within the agreed school policies, guidelines and rules, decide on when and how to apply a range of strategies for the benefit of pupils in relation to their education activities behaviour and care. These decisions often need to be made immediately to deal with the situation presented.

Guidance is normally readily available from teaching staff and more complex or controversial decisions will be referred to a teacher.

There will be often a need to make immediate decisions, without initial referral to teachers, in relation to immediate care, control and safety of pupils with special educational needs.

Decisions are made on the day to day deployment of TA staff and resources, under the overall direction of teaching staff.

### **Resources**

Books, stationery, writing equipment  
ICT and AV equipment

### **Working Environment**

A normal school environment, although the job holder may be involved in external school activities, such as swimming and educational visits.

Equipment used will include photocopiers, computers, medical /sport /science /art /technology /home economics equipment

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<b>Progression in Post (if applicable)</b>
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Support pupils with complex and unpredictable needs, requiring greater levels of problem solving and creativity.

The need to apply creativity and innovation to new and challenging situations when interacting with pupils.

<b>Date:</b>	5 February 2019
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### Terms and Conditions

<b>Post:</b>	Teaching Assistant XS 10.4 Grade 5
<b>Pay Scale</b>	Grade 5 – SCP 13 - 17
<b>Pay</b>	£9.0142 per hour equating to £12,747 on pro-rata basis for 32.5 hours pw, term time only.  The FTE pay for this grade is currently £17,391.  April 2019 pay award pending.
<b>Weeks per annum</b>	Term time only Paid weeks pa are 43.51 weeks.
<b>Hours per week</b>	32.5 hours. The school day is from 8:35 to 3:35pm.
<b>Holiday entitlement</b>	4.17 weeks. All holidays are required to be taken within school holiday periods.
<b>Contract</b>	Permanent

The appointment is subject to satisfactory references, Police and Medical clearance and satisfactory completion of six months' probationary period.

### Appointment Programme

Closing Date: Friday 1<sup>st</sup> March 2019  
Interviews: Week commencing 11 March 2019  
Start date: By agreement

<b>Date:</b>	February 2019
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