



**BOURNEMOUTH SCHOOL
FOR GIRLS**

Castle Gate Close
Castle Lane West
Bournemouth
BH8 9UJ

TEACHING ASSISTANT – Individual pupil needs

Term Time only
30 Hours pw

We are looking for a Teaching Assistant to initially work primarily with two year 12 pupils with autistic spectrum disorder. Alongside this work there will be opportunities to work with other girls in the lower school.

The post holder will be expected to be able to work with individual and small groups of students on a longer term. Experience in working with pupils with ASD would be an advantage.

The commencement date for this post is September 2018

Bournemouth School for Girls is a friendly community of 1100 girls aged from 11 to 18 and approximately 140 staff, of whom 60 support the teaching and learning staff. We have been recently rated as 'outstanding' by OFSTED in all areas. We are justifiably proud of our school and encourage everyone here to enjoy being part of the team and the girls' achievements.

This information pack has been developed to contain information on the post, terms and conditions, and the school and we encourage you to apply. If you feel the job role is for you, please complete and return the application form either by mail to Mrs J Ford, by email jford@bsg.bournemouth.sch.uk or on line via our web site www.bsg.bournemouth.sch.uk.

The closing date for applications is Thursday 21st June 2018.

Bournemouth School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any successful applicant will be required to undertake an Enhanced Disclosure check by the Disclosure & Barring Service.

Job title:	Teaching Assistant	Job Ref:	XS 10.3
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Main job purpose

1. To assist the Headteacher/SENCO to promote individual pupils' academic, social and emotional development through the development and implementation of programmes of work and support and in the provision of a stable, caring and supportive learning environment; to enable the pupil(s) to achieve their full learning potential and facilitate their personal, academic, social and moral development.
2. Support in activities, which may be on a one-to-one basis, to pupils with specific learning difficulties, autistic spectrum disorders or anxiety.

Main responsibilities and duties

To support the teaching and learning processes.

- To assist the SENCO in the assessment of pupil need and capability, and in developing, implementing and managing predominantly individual pupil learning strategies aimed at the
 - management of learning and behaviours
 - establishing and maintaining of relationships with the individual statemented/specified pupils in support of the pupil's learning activities
 - continuous review and development of the postholder's professional practice/skills and competences
 - inclusivity of pupils with identified SEND needs

Under the guidance of direction of the teacher/SENCO

- Develop, maintain and apply knowledge and understanding of identified pupils' specific learning needs. To ensure that support is given commensurate with the specified need of the pupil.
- Deliver support individually (and in groups) and continuously through a range of strategies. Support may be academic or social/emotional.
- Motivate and encourage pupils to concentrate on and fulfil the tasks set.
- 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.
- Contribute to the implementation of specific individual pupil targets.

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- 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.

Typically the job will include all, or most of the following elements:

- To contribute to and assist in the development and monitoring of systems for review and recording of pupils' progress, both academic and social.
- To assist in the preparation for educational visits, and where appropriate accompany/supervise student(s) undertaking off-site activities.
- To attend and contribute to school staff meetings and in-service training within contracted hours or outside normal hours by agreement, and in particular to contribute to the assessment and progress identification of individual pupils supported by the TA.
- To contribute to the process of school self review.
- To liaise with parents and other professional agencies in support of the identified pupil's needs when appropriate.
- To provide care and supervision of identified pupils within the classroom, within the school and outside of the school.
- Under the direction of Health Service professionals, undertake activities in support of occupational health, physio and speech therapy.
- 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.
- To work with pupil groups, using a range of strategies to gain acceptance and inclusion of pupils with special educational needs.
- To assist in preparing and maintaining the learning environment
- To contribute to the assessment by the teacher of pupil performance by maintaining records of pupil performance and achievement, noting areas of weakness and need for development and drawing to the teacher's attention areas requiring further review.
- To observe and comment upon pupil performance, conduct, behaviour and interaction with peer group and parents.
- To contribute to the planning and evaluation by the teacher of individual (and group) pupil's learning activities.

Knowledge & skills

Experience of working with children in an educational setting is essential together with the identified specific competences/skill.

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Qualities required are discretion, loyalty, commitment, patience, flexibility, good personal organisation and a firm yet fair approach. You will also need to be numerate and literate, a team worker and to have good oral communication skills.

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

A willingness to undertake continuous professional development.

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

An education standard equating to GCSE grade C in English, Mathematics and Science or equivalent NVQ level 3 / Btec in Learning Support is essential

Supervision and management

Typically there will be supervision available from the subject teacher. Additional support will be provided by the SENCO.

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Terms and Conditions

Pay Scale	Grade 5 – SCP 13 - 17
Pay	£8.5477 to £9.2119 per hour equating to £11,157 to £12,024 on pro-rata basis. April 2018 pay award pending.
Weeks per annum	Term time only Paid weeks pa are 43.51 weeks.
Hours per week	30 hours. Working pattern to be agreed. The school day is from 8:30 to 3:35pm.
Holiday entitlement	4.17 weeks. All holidays are required to be taken within school holiday periods.
Contract	Permanent

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

Appointment Programme

Closing Date: Thursday 21 June 2018
Interviews: Week commencing 25 June 2018
Start date: September 2018

Please contact Julia Ford on 01202 526289 or jford@bsg.bournemouth.sch.uk for further information.

Date:	May 2018
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