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Deputy Headteachers: Brian Burns B.A. (Hons), N.P.Q.H. — Craig Wicking B.Sc. (Hons), N.P.Q.H.

December 2017

Dear Applicant

TEACHING ASSISTANT

Thank you for your interest in the above-mentioned post. As well as the relevant application form, I enclose the following:-

- 1 Job description
- 2 Person Specification
- 3 Information about our School
- 4 Aims of the school
- 5 Information about the Special Needs / Inclusion Department

I hope this information pack will be useful to you when making your application. Please do not hesitate to contact the school if you have any queries. Closing date for applications is noon on Monday 8 January 2018, with interviews to be held the same week.

I look forward to hearing from you.

Yours sincerely

NIALL SMITH, MA (Cantab), NPQH
Headteacher

JOB DESCRIPTION

Job Title: Teaching Assistant

Hours: 25 per week

Scale: Grade C

Responsible to: Inclusion Manager

Important Functional Internal Relationships:

Headteacher, teaching and support staff, Site team, pupils

Important External Relationships:

LA officers, external agencies, parents

Main Purpose of Job:

To help pupils with special educational needs access the curriculum and promote an inclusive approach.

Main Responsibilities / Duties of the Job:

- 1 To help with the care and support of pupils with:
 - Cognition and Learning Difficulties;
 - Communication and Interaction Difficulties;
 - Sensory or Physical Impairment;
 - Behavioural, Emotional and Social Development Needs;
 - Who are on the SEN Register at School Action, School Action Plus or who have a Statement of SEN.
- 2 To be familiar with the needs of individual pupils and strategies to employ in order to help pupils make progress.
- 3 To provide support for an individual or a group of pupils which enables them to tackle tasks and become more independent learners.
- 4 Contribute to the management of pupil behaviour by keeping individual pupils on task and dealing with individual welfare issues in the classroom in order to minimise distraction to the whole class.
- 5 To keep records on the pupils' progress in order to be fed back at regular meetings with all inclusion department staff.
- 6 To offer feedback on pupils learning to the teacher as appropriate so that he/she can adjust the challenge or pace of learning in later lessons.
- 7 To assist in the preparation of classroom resources under the guidance of the Inclusion Manager.
- 8 To promote pupils social and emotional development by offering guidance and support.
- 9 To build effective working relationships with teaching staff.
- 10 To contribute to liaison with parents/external agencies as appropriate.
- 11 To review and develop your own professional practice in liaison with the Inclusion Manager.
- 12 Assist in the movement and personal care of students with physical impairments, as necessary.
- 13 To take small groups of students focusing on raising Literacy and Numeracy standards in KS3..

'This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.'

PERSON SPECIFICATION**TEACHING ASSISTANT**

Main Criteria	Essential Criteria	Desirable Criteria	Form of Assessment
<u>Experience</u>	Experience of working with secondary aged students	To have experience of working with boys or previous work as a TA/LSA	Application form
<u>Knowledge / Skills</u>	To have good ICT skills	To be familiar with a secondary curriculum	Application form
	To be able to work as part of a team or individually	To have a willingness to develop your individual skills	Application form
	To show initiative	To have good common sense	Application form/interview
	If needed to be willing to take small groups and work with individual students	To have experience or be willing to work with students with all needs	Interview
	To have qualifications in Maths and English equivalent to GCSE level		Application form
<u>Other</u>	To demonstrate a sense of humour	To be able to develop and form successful relationships with students	Interview
	To have a smart well-dressed appearance		Interview
	Willing to be flexible / take instruction		Interview
	To be able to manage your time well and be punctual	To have an organised approach to your work and surroundings	Reference
		To be willing to toilet students with physical impairments	Interview
	To be committed to making a difference to the students with Needs	To have an interest or experience in working with students with a specific SEN eg Behaviour	Interview

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SOUTHBOROUGH HIGH SCHOOL

INFORMATION FOR APPLICANTS

The School

Southborough High School is a non-selective academy school for boys between the ages of 11 and 16, and boys and girls post 16. The roll is just over 780, over 190 of whom are in the sixth form.

Southborough High is a thriving school which provides a high quality of education in a happy and purposeful atmosphere. It is continually developing and improving and has a very good reputation locally.

Our OFSTED Inspection in December 2013 was very successful and catalogues a range of high achievement by pupils and staff. All applicants are invited to read the full Ofsted Report which is available on our school website.

Southborough High has a reputation for innovation which will attract teachers who are both enthusiastic and ambitious. There is a real welcome for new staff who bring new ideas, commitment, energy and professionalism to our school in order to help every student realise their true potential.

The Location

The school is situated on the Hook Road (A243), south of Surbiton, close to the roundabout above the A3 Hook Underpass, known locally as the Ace of Spades. It is served by buses from Kingston, Surbiton, Tolworth, New Malden, Chessington, Epsom and Leatherhead. Junction 9 of the M25 is only a few miles to the south. The school is surrounded by pre and post war suburban housing estates with local parks and recreation grounds making a pleasant environment. There is a parade of shops near to the school and 'business park' alongside the nearby A3.

The school has a positive and improving reputation. It enjoys strong relationships with the local community and excellent links with local industry. There is community use of the school in that our Sports facilities, hall, canteen and classrooms are let regularly.

The Buildings and Facilities

Most of the school was built in the early 'sixties' and exists in one integrated building servicing the needs of the whole curriculum. There is a large hall (with stage) and a separate cafeteria facility. There are two large gymnasias with changing rooms and associated facilities. We have six Music laboratories a Food Technology room and three more specialist Design Technology rooms including a preparation workshop. There are three remodelled Art Studios to provide an improved pottery facility and Sixth Form independent study area for Art. There is a Music Suite offering 20 Apple Mac computers and specialist rooms for Media Studies and Information Technology. The Information Communication Technology facilities have been recently refurbished. There is a full range of online resources, including a Virtual Desktop Interface, which enables staff and students to access the school's servers from anywhere in the world. There are interactive whiteboards in every classroom and a state of the art wi-fi network available for all staff and student to use. We encourage BYOD.

Outside, the site includes two large play areas and parking for staff and visitor cars. We have nine acres of playing fields and all weather surface tennis courts about 4 minutes' walk from the school across the Hook Road. We are also pleased with our recently installed Astroturf and cricket nets. The school owns two 16-seater minibuses which are regularly used by sports teams, school journeys and to help our links with our local feeder Primary schools.

The Staff

There are over 48 teachers, more than a third of whom are women. With the increase in pupil numbers there has been an influx of new staff, creating a positive blend of more experienced colleagues with youth. Both Ofsted and Investors in People remarked upon the happy working atmosphere which is both supportive and collaborative. There is an active and experienced Senior Leadership Team, comprising of the Head, two Deputy Heads and two Assistant Heads. Academic and pastoral matters are viewed coherently and the roles of the tutor, Head of Year and Pastoral Support Officers are pivotal to the process of developing the whole child.

Heads of Faculty lead curriculum areas along with the support of specialist subject teams. Heads of Year and Pastoral Support Officers provide a focus for personal development and academic progress. We are also fortunate to be served by an excellent Learning Support Team, led by our SENCO, which includes a School Counsellor and many teaching assistants. There are also peripatetic tutors for a range of musical instruments.

The Support Staff play a crucial role in the organisation. There is the Head's PA, PA to Deputy Heads/Clerk to Governors, a receptionist, a bursar, a finance assistant and clerical assistants (all of whom work in the main school office), a librarian and library assistant, two laboratory assistants, an ICT technician, two Technology/Art technicians and a resources assistant who provides a comprehensive reprographics service to support learning. There is also a Site Manager and his assistant who maintain the good appearance and cleanliness of our site and buildings.

There is a great emphasis placed upon staff development. An up to date induction programme exists for all new staff (including newly qualified teachers).

Staff are also encouraged to contribute to the development of the school by joining taskforces in support of Priorities on the School Improvement Plan. Appraisal is fully operational in the school involving all staff. There is also an active staff social committee. Our supportive Governing Body includes two teacher representatives. There are three Governor Committees – Curriculum and Achievement, Children Families and Community, Resources Personnel and Finance. A Staff Handbook is published each year on line. It provides 'everyday' guidance on school policy. There is also a 'School Policy File' which is continually under review. All staff maintain and use a 'Teacher Planner' which is regularly monitored by line managers.

The Curriculum

Southborough provides a wide range of learning opportunities to suit students of all interests and abilities. The school places a high value on academic achievement whilst providing a challenging overall programme specifically designed to address the needs of boys. Raising the performance of boys is a key objective of the school.

Teaching and learning takes place via faculties: English & Drama, Mathematics & Computing, Science, Music, Art & Technology, Humanities, Modern Foreign Languages, SEN, PE and Business Studies.

Homework is expected of all students according to a published policy and annual schedule. The school uses the Show My Homework app to set and monitor homework.

A wide variety of extra-curricular activities is on offer. They are co-ordinated by teachers and all staff are expected to make a contribution according to their own interests and skills. This aspect of school life is welcomed and valued highly by staff, students, parents and governors alike.

Organisation of Pupils

Years 7-9

We are a 5 form of entry school. The normal range of National Curriculum subjects is taught. Most teaching takes place in mixed ability groups. PSHCE is delivered via three PSHCE "Drop Days". There are extended registrations/tutor periods during the week, Year assemblies and Key Stage assemblies.

Years 10-11

All pupils take Maths, English, Science and Core PE. Students then make choices of a suitable curriculum involving a range of traditional GCSE subjects, BTECs and other non-GCSE courses which include the Prince's Trust xl club. GCSE results are steadily improving: 64% of boys gained 5+ A*-C grades (including English and Maths) in 2016 and 2016 Progress 8 score was +0.25.

Years 12-13

The sixth form provides a stepping stone to Higher Education or work in a positive and supportive atmosphere. It is regarded as a privileged section of the school community. We are able to offer a wide range of AS and A2 level courses, and BTEC level 2 and 3 pathways in order to meet the range of abilities of students. In addition all students participate in PSHCE (tutorial) and enrichment activities. Sixth Form Mentors carry out a range of duties including providing help for younger pupils. In recent years all students wishing to move into Higher Education have been successful in achieving that aim; indeed, 64% of leavers in 2016 went on to Higher Education, while all other students went on to either further training or employment.

Communication

All students have three interim reports, in addition to an important Aspirations Day, and a main report each year. Parental contact is encouraged at all levels starting with the tutor.

The school has an effective website and active Twitter and Facebook accounts. There is also a weekly Griffin newsletter which serves to inform parents and pupils of more immediate events and activities for the forthcoming week. There are also open evenings; the annual Arts Exhibition; termly concerts; frequent drama productions and special curriculum and information evenings. There is also an annual Prizegiving and a school based awards scheme which credits pupils with Certificates for high levels of performance. There is a lively PTA called FOSH, Friends of Southborough High. The School Council is made up of student representatives from each tutor group, which meets twice a term.

Support

The academic and pastoral system in the school will provide excellent support and guidance. In addition, we are assisted by the services of an Education Welfare Officer, a School Counsellor, an Education Psychologist and a School Nurse. The Local Authority provides a School Improvement Partner inspector. New staff follow a full induction process in order to settle in, whether new or experienced in the profession, teacher or support staff.

THIS IS A SCHOOL GOING PLACES, COME AND JOIN US.
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SOUTHBOROUGH HIGH SCHOOL

VISION AND VALUES

Our Vision: *Aspiration, Commitment, Excellence*

Our Aims

- To inspire our students with a passion for learning and achievement, both academic and extracurricular.
- To nurture our students' self-belief and ability to set themselves challenging, achievable goals.
- To develop our students' self-discipline and independence as learners and young adults.
- To develop and sustain a happy, stable community and environment, in which we are all committed to achieving our very best.
- To enable our students to achieve the best qualifications possible.
- To prepare our students to become active, considerate, fulfilled members of society.

Our Values

We believe that our success with our students is based upon our shared values. We are committed to providing a first class education for all pupils whatever their ability or background. We foster the all-round development of each individual so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

We have identified central values upon which to build and sustain our work as a school. We hope that everyone associated with the school will seek to promote these values. At Southborough High School we value:

Achievement - We expect to achieve the highest possible standards in all areas of our work with parents and students.

Self-Reliance and Discipline - We consider that an educated person can think for themselves and act in a moral way. We expect pupils to learn to take more responsibility for their own learning as they grow older.

Teamwork - We consider that effective teamwork amongst all staff and students brings the best out of individuals and sparks off creative thinking. We expect people to work together and co-operate.

Endeavour – We believe that hard work and persistence leads to achievement and success. We recognise the importance of attitude, as well as aptitude.

Respect - We expect people to take full account of other people's views and feelings. Considerate behaviour, trust, courtesy and co-operation are all elements of this key value.

Improvement - At Southborough we are always looking for ways to improve both as individuals and as a school.

SPECIAL NEEDS / INCLUSION DEPARTMENT

The Special Needs / Inclusion Department is committed to making a difference for students with Needs.

At this moment in time, it is comprised of the Inclusion Manager/ SENCo, HLTA/Deputy SENCo and 5 TA's.

All staff do a variety of tasks which include: mainly in-class support, with some small group work and 1:1 work if required under the supervision of the Inclusion manager. Occasionally TA's are required to help with the admin work within the department which involves filling, photocopying and maintaining student files, plus any other task that may be needed.

There are opportunities for individuals to continue their professional development and gain expertise in chosen SEN areas. All staff are encouraged to work to their strengths and the Inclusion Manager runs an equitable policy in terms of opportunities. All staff are required to be professional in their dealings with both students with needs and other staff members and to help facilitate pupils individual learning and social needs in order to help them achieve their full potential as individuals.