

Appointment of Specialist Teaching Assistant – Literacy and EAL

Contextual Information

Our Inclusion structure supports student learning in a range of settings, including those within the classroom; those receiving small group withdrawal & intervention programmes, and also for a small number of students who are working remotely from the school building. The staffing and resource structure that supports this includes:

- Lead SENCo
- Deputy SENCo
- Inclusion Assessment Leader
- Subject specialist teaching assistants in Maths, English and Science
- Inclusion specialist teaching assistants in Numeracy, Literacy / Dyslexia, SEMH, English as an additional Language (EAL), and Vocational learning
- Lead Coordinator of 'Vocational Learning and Alternative Curriculum' including LEAP
- 'Bridge' Leader - Coordinator of Behaviour and Learning Programmes
- Team of teaching assistants who provide 'in class support'.

The school's Inclusion and SEN provision is located in the centre of the school building known as 'The Hub'. Occupying department offices and a staff area, The Hub has specialist intervention rooms which are used for students with a range of learning needs, including those with needs around Social, Emotional and Mental Health.

Further subject specialist support is also provided via satellite intervention rooms located around the school, based predominantly in English, Maths and Science departments.

A vocational learning pathway (STAR programme) exists within our Key Stage 4 'Options' system and allows a small proportion of students from each year group (often with SEN) to access a Level 1/2 qualification pathway. Currently this leads to the acquisition of The King's Trust qualification, the Duke of Edinburgh Award, and a Food & Catering qualification.

The school continues to develop the learning provision for students who require a greater level of support, and / or alteration to their curriculum timetable. Regularly there are a very small number of students who increasingly struggle to cope with the demands of a mainstream school experience and the completion of a full study programme. In 2021, the school introduced a new provision known as 'The Bridge' for students in Year 7, 8 and 9. Here a team of staff provide learning, behavioural and SEMH support for students on a range of personalised timetable programmes.

Similarly, in Years 10 and 11, approximately six students access LEAP (Learning and Employability Action Programme). This provision is located on the school site but remote from the main building. A variety of specialist staff will input into this learning and vocational provision, with a focus on students acquiring a small number of qualifications and receiving a more practical, vocational experience.

We are seeking to appoint a Specialist TA3 – Literacy and EAL:

To coordinate EAL provision, including:

- Managing the support and integration of EAL pupils into mainstream school
- Assessing the ability of EAL pupils to access English language, and share this information to relevant parties
- Delivery of small group intervention to assist the development of English language and literacy
- Co-construct the timetables of identified EAL pupils to include access to the main school curriculum alongside support and intervention.
- To investigate and implement relevant KS4/5 examination courses for EAL students e.g. GCSE Language qualifications, ESOL
- Work with relevant external agencies to ensure EAL provision is effective

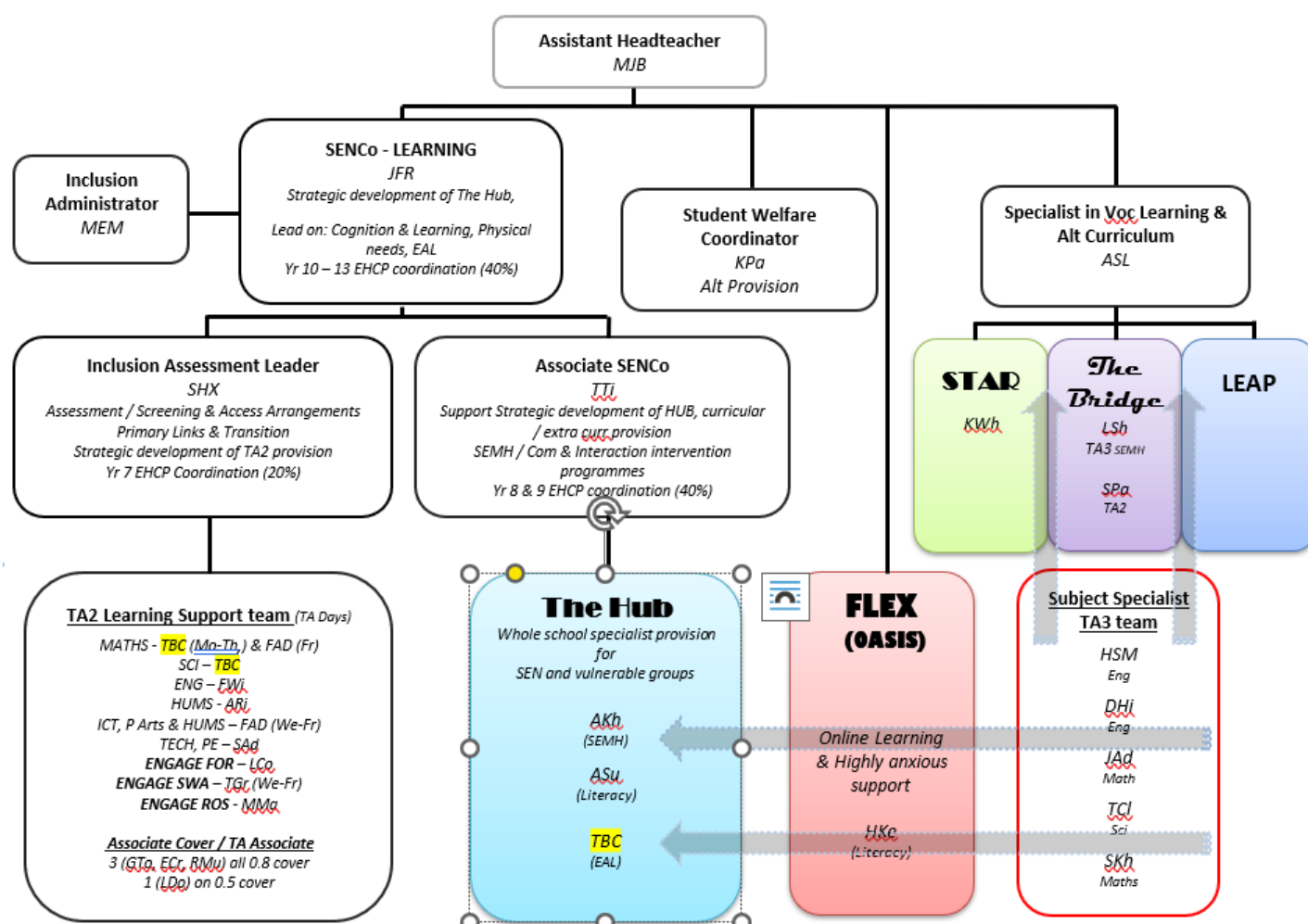
To support and develop the learning of students with Specific Educational Needs in Literacy through the planning and delivery of individual, paired and small group work

- Working with students within Key Stage 3 to accelerate learning from low starting points and consolidate learning

- Working with students within Key Stage 4 who are studying for Level 1 qualifications in Literacy, or higher-level qualification for students in their native language.
- To support the learning of students with identified specific learning needs relating to Literacy, such as dyscalculia and dyslexia
- Working alongside subject staff to plan and support work within the classroom which meets the needs of individual learners with SEN / EAL. Develop and maintain productive and close working relationships with stakeholders and external agencies.

The postholder will report to the *SENCo* who has overall responsibility for the operational provision within the school, linking extensively with all departments, external agencies, parents and students. This post will entail a diverse range of leading the delivery of learning and supporting others.

We are seeking to appoint a colleague with initiative, enthusiasm and the ability to work positively with some of our most vulnerable students, often with SEN.



Working Hours and Holiday Arrangements

The hours will be 37 hours per week working Monday to Friday. The actual working hours will be determined with the successful candidate alongside the needs of the department but typically will be 8.00am – 4.10pm Monday to Thursday, 8.00am – 3.40pm Friday.

The post is term-time (38 weeks) plus five staff learning days per annum: 39 weeks.

In the case that the successful candidate already has holiday arranged when offered the post, and if it is declared at this time, we will honor this arrangement.

Grading of the Post

The pay system in operation uses a banding system, and this post is aligned to Band H representing the job weight of the post.

Payment is made monthly at the end of the calendar month direct into a nominated bank or building society account. Cost of living rises are awarded for all staff on or around 1st April each year, except during national wage freezes. Increments until the top of the scale for the post has been reached are automatic each April, as long as a minimum of six months has been completed by the time of the first increment. For example, if starting in September, the increment would be paid the following April, but if starting on 1st December, the first increment would not be paid until six months had elapsed, that is on 1st June.

Induction and Professional Development

An induction programme will be developed for the successful applicant and a programme of support and training will be given. After the induction period, a planned professional development programme will be agreed, linked to the competency-based performance review system, which is carried out in school for all staff.

The Organisation of Staff at Stratford upon Avon School

There are over 210 staff employed at our school, with approximately half of these being support staff. We aim to be a cohesive, inclusive workforce, and we operate in a professional environment of respect, with the overriding purpose for every post in the school being to support the learning of our students.

We take seriously the wellbeing of our staff and believe that everyone has a vital contribution to make towards the life and vibrancy of the school. We operate a wellbeing programme; all staff have the opportunity to be involved in school improvement activities, and to contribute to student development through co-tutoring, mentoring and other areas appropriate to their role and expertise. Other opportunities involve running extra-curricular clubs, accompanying school trips, leading an assembly, getting involved in sport (e.g., staff football or cycling), and participating in staff social events.

Start Date

It is anticipated that the successful candidate will be able to start as early as is possible. However, we will always appoint the individual whom we believe to be the best person for the job, and if there is a delay whilst extended notice is worked, then that is accepted.

Interviews

Interviews are likely to be held within two weeks of the closing date.

Stratford-upon-Avon School is a friendly school, with high expectations for the attainment and behaviour of our students, and with a supportive ethos for all staff.

We hope you find this opportunity of interest, and we look forward to receiving your completed application form. Meanwhile if you have any questions or queries about the post, please contact HR at the school, telephone 01789 268051.

Mark Brennan, Assistant Headteacher (Inclusion), July 2025