

## **Appointment of an Associate SENCo - (TA3) 'Literacy'**

### **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
- Associate SENCo
- Inclusion Assessment Leader
- Student Welfare Coordinator
- Lead specialist in 'Vocational Learning and Alternative Curriculum' including 'LEAP'
- Subject specialist teaching assistants in Maths, English and Science
- Specialist Inclusion teaching assistants in Numeracy, Literacy / Dyslexia, SEMH, 'English as an additional Language' (EAL), and Vocational learning
- Lead specialist teaching assistant with oversight of 'The Bridge'
- 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 can leads to the acquisition of qualifications that include: The King's Trust, The Duke of Edinburgh Award, Food & Hygiene Certificate, First Aid, Level 1 Food & Catering.

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.

- A specialist curriculum and support programme exists for students in Year 7, 8 and 9 referred to as 'The Bridge'. Here a team of staff provide learning and behavioural support for students on a range of personalised timetables.
- 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 provide 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 provide our own 'online learning provision' for a relatively small number of students who are unable to physically attend mainstream lessons owing to health related factors. Our 'FLEX' service provides teaching & learning in core subjects, alongside an ongoing mentor to assist the potential return into mainstream lessons.

We are seeking to appoint a Level 3 Teaching Assistant to:

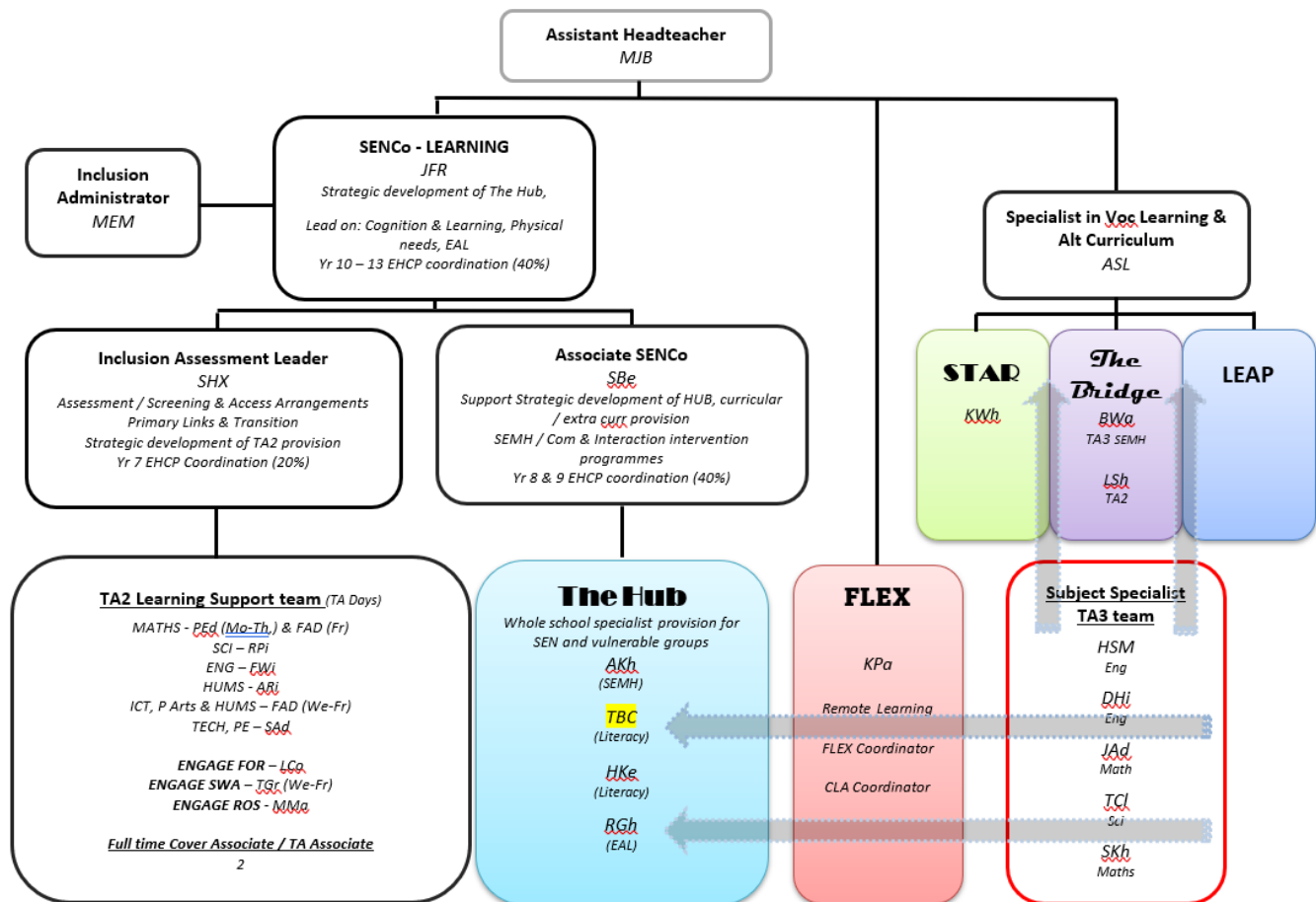
- To support and develop the learning of students with Specific Educational Needs in Literacy, through the planning and delivery of individual, paired and small group work

Key activities within this role will include:

- Delivery of small group intervention and teaching in English literacy
  - Supporting 'assessment for learning' via making and feedback
  - 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 GCSE English language / literature
  - To support the learning of students with identified specific learning needs relating to Literacy, such as dyslexia

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 – 4.15pm Monday to Thursday, 8.00am – 3.45pm 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 1<sup>st</sup> 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 1<sup>st</sup> December, the first increment would not be paid until six months had elapsed, that is on 1<sup>st</sup> 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 240 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 from 1<sup>st</sup> September 2026. 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 will be held on Tuesday 14<sup>th</sup> July 2026.

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)  
June 2026