APPOINTMENT OF TEACHING ASSISTANT (TA2)

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:

- A lead SENCo and additional Associate SENCo
- Inclusion Assessment Leader
- 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 in 'Vocational Learning and Alternative Curriculum' including 'LEAP'
- Lead specialist teaching assistant with oversight of 'The Bridge'
- Team of teaching assistants who provide 'in class support' either tracking individual students across their day or based within faculty areas as students arrive to the subject.

The school's Inclusion and SEN provision is located in a newly built area of the school building known as 'The Hub'. Occupying department offices and a staff area, The Hub has a number of 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 specialist room also supports the progress of students with EAL.

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. These lead to the acquisition of qualifications that include The King's Trust qualification, The Duke of Edinburgh Award, and Food & Catering awards.

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. The school has created provision 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.

Similarly, in Years 10 and 11, approximately eight 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 contribute to this learning and vocational provision, with a focus on students acquiring a small number of qualifications and receiving a more practical, vocational experience.

Appointment
We are seeking to appoint an enthusiastic person to operate as a Level 2 Teaching Assistant to provide both academic and emotional support for identified students. This role will exist to support students with their learning experience throughout the school day, across curriculum areas and during social times

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Key activities within this role include:

- Forming a positive and trusting relationship with students
    - Providing impactful advice, guidance and direction
    - Support their organisation and regulation
- Providing emotional care and support for pupils during times of dysregulation
- Being a trusted 'key worker' for identified students.

- Working alongside subject staff to plan and support work within the classroom which meets the needs of all learners and those with SEN.
- Supervise the activities of individuals or groups of pupils to ensure progress towards their specific goals and targets
- Listening to, and assist pupils with reading
- Support pupils with literacy and numeracy needs

As a Level 2 Teaching Assistant you will work under the direction of our SEN Coordinators who are responsible for the support and operational provision for Special Educational Needs throughout the school, linking extensively with all departments, external agencies, parents and pupils.

This post will entail a diverse range of support, requiring initiative, enthusiasm and the ability to solve problems and react positively to all pupils with SEN.

Working Hours and Holiday Arrangements
The hours will be 32.5 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 8.30am – 3.40pm.

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

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

Grading of the Post
The pay system in operation uses a banding system, and this post is aligned to Band F 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 just over 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 pupil 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 soon as 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 normally 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 us at the school, telephone 01789 268051.

Justyna Fifielska-Rozga
SENCo
October 2026