



PALMERS GREEN
HIGH SCHOOL

LEARNING SUPPORT (SEND) TEACHING ASSISTANT CANDIDATE INFORMATION PACK

INTRODUCTION

Palmers Green High School (PGHS) seeks to appoint a well-qualified, caring and enthusiastic teaching assistant to join the Learning Support department.

This is an exciting opportunity for an empathetic and talented teaching assistant to join a growing department in a school that works collaboratively to get the very best from all pupils. The successful postholder will complement the professional work of teachers by supporting individuals or small groups of pupils.

Experience working with children is essential. The successful applicant is likely to have had previous experience of supporting individuals or groups of children with a range of special educational needs and neurodiversity.

The closing date for applications is Friday 26th April at 12 noon. Interviews will take place during the week commencing 29th April or 6th May. The school reserves the right to interview suitable candidates before the closing date so early applications are encouraged.

THE SCHOOL

Founded in 1905 by Miss Alice Hum, a Quaker, Palmers Green High School is unique in the North London area because it is a small selective school providing challenging and stimulating educational opportunities for approximately 300 girls aged 3-16 from a diverse range of cultural backgrounds.

The school's motto "By Love Serve One Another" was set by its founder and, whilst Miss Hum was a Quaker, the school has no official religious affiliation, although it celebrates Founder's Day and Christmas with services held at the church of St John The Evangelist on Bourne Hill, where some PGHS lessons were taught during World War II when Keble Preparatory School for Boys had to share the main PGHS site in Hoppers Road.

Girls from Reception to Year 11 are taught on the main school site, situated in a residential road in Winchmore Hill. The PGHS Nursery for 3-4 year olds is situated in Bush Hill Park, some 10 minutes' drive from the main school. This section of the school is housed in a purpose-designed single storey building, which was originally a Plymouth Brethren Meeting House.

ACADEMIC INFORMATION

You will be supporting bright, interested and hard-working pupils in small classes in an academically selective girls' independent school.



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In January 2022, ISI carried out a Focused Compliance and Educational Quality inspection and reported that PGHS was fully compliant and graded the Educational Quality of the school as excellent. The school has an outstanding record of academic success in public examinations. In 2023, the school's overall percentage of GCSEs A*/9/8 grades was a magnificent 41% and A*/9 to A/7 a fantastic 69%, placing our pupils amongst the top performers in the country.

THE PGHS LEARNING SUPPORT DEPARTMENT

Currently the Learning Support Department comprises the Head of Learning Support (who is also Assistant Head (Teaching and Learning)), and a Deputy Designated Safeguarding Lead), and two part time specialist learning support assistants, one of whom provides individual support to a pupil with an EHCP.

Our 2022 ISI Inspection stated that "pupils, including those with SEND and EAL, maintain a high rate of progress throughout the school," and that "the achievement of pupils with SEND and EAL is also excellent and is at least in line with their peers because they are identified quickly by senior leaders and receive high quality one to one support in lessons."

Much of the support provided at PGHS is delivered via quality first teaching and the Learning Support Department is pivotal in supporting identified pupils in curriculum lessons and advising teachers on how best to adapt their practice to support each individual. The department also coordinates and delivers a range of small group and individual interventions such handwriting, literacy and numeracy programmes in the Lower School, and revision and study skills in the Senior School.

THE POST

This is an exciting opportunity for an empathetic and talented teaching assistant to join a growing department in a school that works collaboratively to get the very best from all pupils. The successful postholder will complement the professional work of teachers by supporting individuals or small groups of pupils both academically and pastorally.

The role will involve working closely with class and subject teachers to support agreed pupils under the direction of the school's Head of Learning Support.

Experience working with children is essential. The successful applicant is likely to have had previous experience of supporting individuals or groups of children with a range of special educational needs and neurodiversity.





The postholder may be supporting pupils with needs in language and communication (such as developmental delay, autistic spectrum condition), cognition and learning (such as dyslexia, dyscalculia, literacy difficulties), social, emotional and mental health (such as ADHD, OCD, anxiety), and physical/sensory issues (such as hearing impairment, epilepsy, motor coordination).

A record of continuing professional development and/or a willingness to undergo further training and development are essential.

KEY DUTIES AND RESPONSIBILITIES

To provide academic and pastoral support for pupils with special educational needs (SEN). This will involve working with the Head of Learning Support and class and/or subject teacher(s) to plan and deliver learning activities for individuals or small groups of pupils.

Supporting Pupils

- Promote the inclusion and acceptance of all pupils within the classroom;
- Establish productive working relationships with pupils, acting as a role model and setting high expectations;
- Support pupils with their social, emotional and mental health needs, escalating concerns where appropriate;
- Encourage pupils to interact and learn co-operatively with others;
- Promote independence and employ strategies to recognise and reward achievement of self-reliance;
- Support pupils consistently whilst recognising and responding to their individual needs;
- Provide feedback to pupils in relation to progress and achievement.

Teaching and Learning

- Contribute to the planning of differentiated learning activities for individuals or small groups of pupils with special educational needs (SEN), delivering activities inside or outside the classroom;
- Use detailed knowledge of individual SEND pupils and specialist skills to support pupils' learning in the mainstream classroom;
- Facilitate students' access to the curriculum by clarifying and explaining tasks and instructions, developing understanding through questioning, providing differentiated resources, helping with personal organisation and planning of work whilst also encouraging independent learning skills;
- Implement Individual Student Support Strategies / Plans, contributing to the "Assess – Do – Plan – Review" cycle including annual reviews;
- Under direction, deliver interventions to support student progress e.g. reading, comprehension, numeracy;
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.





Administration

- Provide clerical/admin support e.g. photocopying, printing, displays etc.
- Invigilate tests and examinations, as required;
- Contribute to the implementation and review of EHCPs and/or Provision Maps as directed by the Head of Learning Support.

School Support

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person;
- Contribute to the overall ethos/work/aims of the school;
- Establish constructive relationships and communicate with parents, other agencies and professionals, in liaison with the teacher(s), to support achievement and progress of pupils;
- Undertake necessary first aid training and administering medication training to support students with medical needs.
- Participate in in-service training (INSET) and other professional development activities as required;
- Set a good example in terms of dress, punctuality and attendance;
- Assist with the supervision of pupils out of lesson times such as at breaktime and lunchtimes according to the duty rota;
- Accompany teaching staff and pupils on visits, trips and out of school activities. as required;
- to undertake any other duties which reasonably fall within the purpose of the post which may be allocated by the Head of Learning Support or senior leadership team.

Please be aware that duties may vary from time to time without changing their character or general level of responsibility. Duties may be subject to periodic review by the nominated representative (in consultation with the postholder) to reflect the changing needs of the school.

PERSONAL QUALITIES

The successful candidate will be a team player with a positive approach. They will be able to establish a good rapport with SEND pupils in order to support their learning.

A high level of personal organisation and ICT skills are essential in order to build and maintain excellent relationships with parents, to liaise effectively with colleagues and external professionals, and to meet the statutory requirements of the JCQ regarding access arrangements in public examinations.





All staff members are ambassadors for the school and their department, both within the school itself and in the wider community, and the successful candidate will need to support the PGHS ethos which is epitomised in its motto, "By Love Serve One Another".

PERSON SPECIFICATION

Education and Qualifications	Essential	Desirable
NVQ level 3 for Teaching Assistants, or other relevant qualification or experience.	X	
Strong command of the English language including spelling and grammar	X	
Evidence of successful completion of training in relevant strategies, e.g. literacy and/or in particular curriculum areas such as bi-lingualism, sign language, dyslexia, ICT, Maths English CACHE, ELKLAN.		X
Qualification in First Aid procedures or willingness to undergo training	X	
Knowledge, Experience and Skills	Essential	Desirable
Previous successful experience in working with children aged 4-11 and/or aged 11 – 18	X	
Previous successful experience in working with children with complex SEND		X
Full working knowledge of relevant polices/codes of practice/legislation		X
Working knowledge and experience of implementing relevant learning programmes/strategies		X
Good understanding of child development and learning processes		X
Ability to use ICT effectively	X	
Personal Attributes	Essential	Desirable
Organised, reliable and punctual	X	
Flexible, positive and proactive	X	
Patient and caring	X	
Willingness to constantly improve own practice/knowledge through self-evaluation and learning from others	X	
Ability to relate well to children and adults, maintaining appropriate boundaries with young people	X	
Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these	X	
Understand and follow procedures relating to safeguarding and confidentiality	X	





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SALARY AND HOURS

Salary: £19,414 - £20,186 (FTE £24,867 - £25,854)

Hours: 8:00am to 4:00pm, Monday to Friday

Contract type: Term time only – 35 weeks per year (34 weeks term time plus 5 days' INSET)

THE PROCESS

Applicants are asked to complete the TES online Application Form. The closing date for applications is Friday 26th April at 12 noon. Interviews will take place during the week commencing 29th April or 6th May. The school reserves the right to interview suitable candidates before the closing date so early applications are encouraged.

Palmer's Green High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. All successful candidates will be required to undertake a criminal record check via the DBS. The school will also undertake checks with past employers. It is an offence for a person barred from working with children to apply for this post.

Palmer's Green High School is committed to Equal Opportunities and welcomes applications from all sections of the community.



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