

QUEEN ELIZABETH'S GRAMMAR SCHOOL FAVERSHAM



Information pack for candidates:

Teaching Assistant





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Information pack for candidates: Teaching Assistant

Queen Elizabeth's Grammar School - An introduction

Queen Elizabeth's Grammar School is an 11-18 co-educational, selective school of 1101 pupils, with 276 in the Sixth Form. The school has expanded to six forms of entry in Year 7 and 8, with a published admission number of 180 students. Other year groups have 5 forms of entry, around 150 students in Years 9-11. On average, 75% of the Year 11 cohort choose to stay on into the Sixth Form to enjoy a varied and successful programme. The majority of the school's intake travels from Faversham and the surrounding villages, with a number travelling from Whitstable. The school converted to Academy status in 2011.

Queen Elizabeth's was established in 1576 by a royal charter approved by Queen Elizabeth I. The original school from that era still stands next to our contemporary buildings. The present incarnation of the school was built in 1967, following the merger of the former boys' and girls' grammar schools in the town. We celebrated 50 years on the current site as a co-educational school in 2017.

The school's accommodation now comprises of, in addition to normal classrooms: an assembly hall, gymnasium, state of the art sports hall, ICT rooms, Library, eight laboratories - three of which have recently been refurbished, an art and technology centre, a sixth form and humanities centre, drama studio and music centre, extended and refurbished restaurant, as well as a theatre and a brand new 14 room teaching block.

The school is set in pleasant grounds close to the centre of Faversham, on the site of the historic Faversham Abbey. Playing fields adjoin the school on the northern and eastern sides. Faversham is a market town of 16,000 inhabitants serving a largely agricultural area and situated close to the Thames estuary, nine miles north west of Canterbury. It contains much of historic interest and still preserves a substantial number of mediaeval, Tudor and eighteenth century buildings.

The school has developed close links with partner schools in Europe. We have annual European exchanges, with links to schools in Cologne (Germany), Hazebrouck (France) and Madrid (Spain). Beyond the exchanges, trips are offered for each year group and over the course of the past few academic years, students have departed for the Sahara, India and the USA alongside a long list of countries in Europe.

A wide range of extracurricular and enrichment activities are on offer at the school, including; Music, Drama, Debating, including Model United Nations, STEM, FI in Schools - team 'Evolve' were crowned World Champions in Abu Dhabi in November 2019 and team 'Eclipse' finished sixth out of sixty-eight teams in the 2023 World Championships which took place in Singapore. We also offer the Duke of Edinburgh's Award, Robotics Club, Chess Club, Book Club and Gardening Club, alongside subject enhancement activities.

Sport is a large feature of the school and a whole host of accolades and awards are held, including district and county trophies in a number of sports. These include football, netball, athletics, rugby, rounders, trampolining and cross country. We also have individuals in the school who compete nationally in a range of competitive sports.



Queen Elizabeth's aims to develop not just the academic abilities of students but also their skills, talents, personal qualities and values, the very qualities that play such an important part in defining their future actions and success. The school functions as a community school, with extensive links to groups, societies and organisations in the locality, nationally and internationally. Relationships with parents are strong and the school is well supported by a hardworking team of Governors, a Parents' Association and the Trustees of the School Foundation.

Queen Elizabeth's is proud to retain many of the characteristics of a traditional grammar school, however it is a forward looking school, keen to enhance the best new technologies and contemporary, effective approaches to teaching and learning whilst ensuring that the best elements of accepted good practice are retained. Staff are extremely hard working, dedicated and loyal both to the school and the wellbeing of their students. The atmosphere in the staff common room is highly professional and supportive, with an exceptionally positive team spirit.

Queen Elizabeth's Grammar School was last visited by Ofsted in March 2023, when it was judged Good overall with Outstanding Personal Development and Behaviour and Attitudes.

The school is seeking an enthusiastic new colleague who will be able to make a positive contribution to the school community. The ability to take part in the life of the school and to assist with extra-curricular activities is very welcome. The vacancy offers an exceptional opportunity for anyone who wishes to be part of a vibrant, dynamic and successful school.

Thank you for the interest shown and I look forward to receiving your application.

Amelia McIlroy MA
Headteacher

Queen Elizabeth's Grammar School

Abbey Place, Faversham, Kent ME13 7BQ
01795 533132 office@queenelizabeths.kent.sch.uk

Dear Applicant,

Thank you for your interest in the post of **Teaching Assistant**. I hope you will take the time to read through the enclosed information and find it useful for planning your application, which we look forward to receiving by midday on Wednesday 2nd July.

This post offers a unique opportunity for the right candidate to support the structures behind the high academic standards and ethos which have been developed over a number of years at Queen Elizabeth's Grammar School.

If appointed, you will be joining a highly committed staff who work extremely hard and want the very best for every student and do much to cooperate with and support the wider community.

This is an exciting opportunity to join a high-achieving and ambitious school, where our aim is to ensure that every child achieves the best possible outcomes. The post will require passion, energy and enthusiasm and a relentless drive to ensure the continued progress of every student.

Please complete the school application form, which can be found on the school website. We would also like you to write a supporting statement to accompany your application, addressing the job description and person specification, outlining how your experience has prepared you for this post. Due to the level of interest we receive in vacant posts, applications will not be acknowledged and if you have not heard from the school within 48 hours of the deadline for applications, you should assume that you have not been successful.

Please do not hesitate to contact me if you would like to discuss the role further.

Yours sincerely,

Amelia McIlroy MA
Headteacher

Headteacher: Mrs A J McIlroy MA
Deputy Headteacher: Mr C J Wakefield BSc
www.queenelizabeths.kent.sch.uk
Twitter: @qegs_faversham

Queen Elizabeth's Grammar School

Faversham

Job Description: Teaching Assistant

Grade: QEGS 3.1-3.3

Hours: 8:45 - 14:45 Monday to Friday, Term Time Only

Salary: £13,663 - £14,078 pro rata

Line Managed by: SENCo

Role Purpose

Reporting to the SENCo the role holder will be required to work in partnership with teachers to foster effective participation by pupils in all social and academic areas of the school. The role holder will work with named pupils on the school Special Educational Needs and Disabilities (SEND) register to assist in enabling them to access the National Curriculum, in accordance with the SEND Code of Practice and School's inclusion policy.

Role Requirements:

PUPIL SUPPORT

To develop knowledge of a range of learning support needs and specific understanding of the needs of the pupils being supported. To be flexible and adjust methods for individual pupils and lessons.

- To establish supportive and professional relationships with the pupils concerned, in order to promote or reinforce the pupils' self esteem.
- To regularly review and update provision plans as directed by the SENCo and attend annual reviews.
- To regularly review information available to all staff regarding the additional needs of pupils being supported.
- As directed by the SENCo, to support pupils who have been withdrawn from lesson, on a one-to-one or small group basis, by delivering a prescribed programme of learning or assisting with work set by subject teachers.
- To assist pupils in the development of effective strategies for organisation.
- To assist pupils in the development of appropriate and effective learning behaviours and social skills.
- To support pupils to learn as effectively as possible in lessons, both on their own and in groups, by (for example) clarifying and explaining instructions, ensuring the pupil is enabled to use equipment and materials provided, assisting in weaker areas of ability (presentation, spelling, behaviour), helping pupils concentrate on and complete work set by teachers.

- To develop appropriate strategies and resources to support pupils.
- To encourage inclusion and acceptance of pupils with additional needs by staff and other pupils.
- Be prepared on a voluntary basis to undertake additional training to support pupils with medical or physical care needs in school and on day trips. Be prepared to work additional hours to accompany specific pupils on day trips where appropriate. A time in lieu system is in place within the Department for these circumstances.
- To work with other agencies where necessary to support the identified needs of pupils.
- As directed by the SENCo, to liaise with parents/carers and other professional staff and outside agencies to ensure effective communication concerning the maintenance of pupils' wellbeing.

SUPPORT FOR TEACHERS

- To establish and maintain professional and mutually supportive working relationships with teaching staff which benefit the learning of pupils.
- To liaise with, advise and consult with teachers and pastoral staff as appropriate regarding the needs and progress of pupils.
- To provide regular and detailed feedback on the learning and behaviour of pupils.
- To participate in regular reviews of the effectiveness of the support programmes.

SUPPORT FOR THE CURRICULUM

- To contribute to the development of strategies and materials to support pupils in the achievement of targets.
- To participate in planning and evaluation of support as appropriate.
- To contribute, as appropriate to working hours and experience, to extra curricular clubs and support sessions for pupils.

SUPPORT FOR THE SCHOOL

- To be aware of and strive to work in accordance with school Policies and Procedures.

Footnote: This job description is provided to assist the job holder to know what his or her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.



Queen Elizabeth's Grammar School

Person Specification: Teaching Assistant

The following outlines the criteria for this post. Applicants should describe in their application how they meet these criteria.

	Criteria	Essential/Desirable
Knowledge and Qualifications	<ul style="list-style-type: none"> • Good standard of education up to A level or equivalent • An understanding of the varied needs of children as they develop socially and academically • A knowledge of behaviour management techniques that support school and classroom practices • Any special educational needs qualifications or training 	E E D D
Experience	<ul style="list-style-type: none"> • Recent experience of working in a school environment • Experience of working with children and young adults • A commitment to promoting equal opportunities and meeting individual needs • TA specific qualification equivalent • A standard of written and spoken English that supports pupils' learning 	D D E D E
Skills and Abilities	<ul style="list-style-type: none"> • Excellent communication and interpersonal skills • Ability to use ICT/the internet and email to support pupils' learning. • Able to work on own initiative with minimum supervision and under pressure • High level of organisational skills/a good eye for attention to detail • Ability to adapt to challenging situations • Skilled in maintaining personal and professional confidentiality and understands the basic principles of general data protection regulation • Compassion, Patience and Empathy • Knowledge of school curriculum 	E E E E E E E E E D
All applications will be subject to an enhanced DBS check.	In addition to the candidate's ability to perform the duties of the post, the postholder should be able to demonstrate a commitment to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none"> • Motivation to work with children and young people • Ability to form and maintain appropriate relationships and personal boundaries with children and young people 	E E

All applicants must be willing to undergo child protection screening appropriate to the post, including DBS checks.

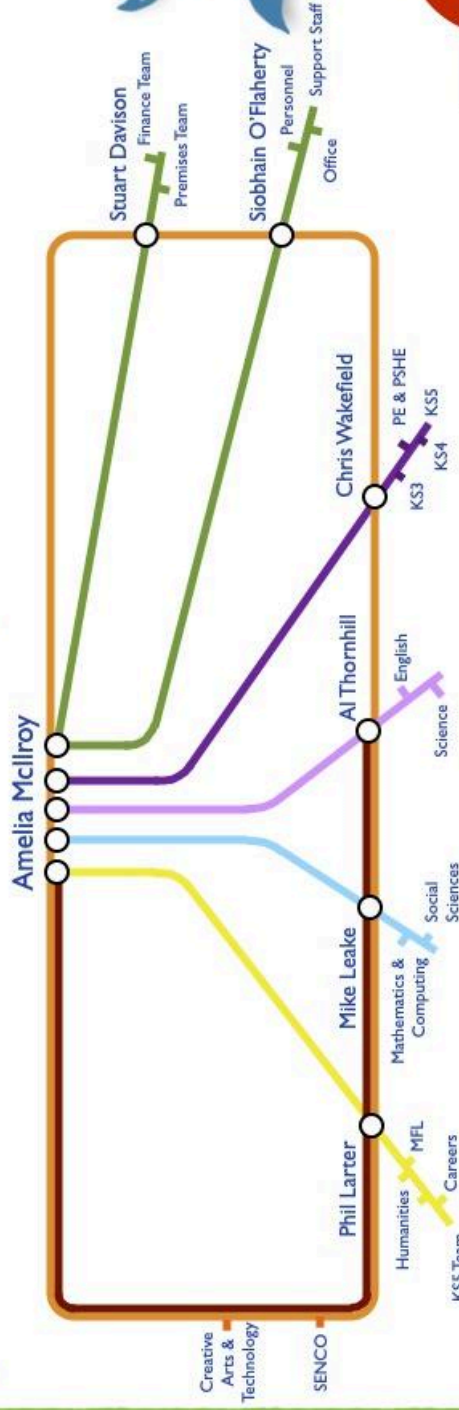


Queen Elizabeth's Grammar School Faversham

Future aspirations for the school

- Queen Elizabeth's Grammar School is a forward looking, successful and dynamic school with high aspirations for every member of the school community. Looking ahead, the priorities for the future of the school are:
- To develop a culture of excellence through inspirational teaching, learning and assessment
- To further develop a culture of high aspiration, ensuring that every student has the best opportunities to achieve their personal career ambitions
- To develop a 'growth mindset' approach to teaching and learning, creating a culture of academic curiosity and personal resilience
- To further develop the collaborative 'can do' attitude of staff and students, to create a sustainable and productive culture of learning and success across the school
- That staff are well trained, managed and supported to achieve their best within a supportive and developmental learning culture, without excessive demands on workload
- To ensure the extra curricular offer remains varied and broad; providing a range of opportunities for every student to participate and challenge themselves
- That leadership across the board works to effectively support, encourage and celebrate all staff and students to perform at their best and to aim high
- For the school to develop beyond its boundaries, by working closely with other schools and taking a leading role in creating additional high quality provision across the community
- For students to feel engaged and motivated to help teach, support, develop and encourage younger members of the school community by taking on leadership roles
- To maintain a safe, trusting and happy environment for all students and staff
- To develop a cost effective but appropriate and challenging curriculum that offers choice and challenge whilst also preparing students for life beyond school
- To further develop the Queen Elizabeth's Grammar School Sixth Form Award to challenge and stimulate students at this important stage of their education
- To further develop the school alumni association, to encourage greater participation from former members of the community, including supporting school initiatives
- To continue to develop and improve the school's facilities by improving the quality of learning environments and enabling broader opportunities for all students
- To continue to develop the international outreach programme (and British Council's International Schools Award) by maintaining the current programme of international trips
- To continue to develop an international outlook; for students to see the world as their workplace and that no challenge is too big in terms of their future aspirations and realising their potential

Queen Elizabeth's Grammar School Leadership Structure 2024-25



Amelia McIlroy Headteacher, DSL Ethos and vision Governors and parents School self evaluation School Improvement Teaching and Learning Heads of Faculty meetings Premises development Policies and admissions Staffing and resources Curriculum strategy Strategic planning School events Community and publicity Senior Team Targets and data Full Governing Body All Committees	Chris Wakefield Deputy Headteacher Learning & Pastoral, DSL Day to day Safeguarding Pastoral Leadership Assemblies and duties Pastoral meetings Extended services Attendance School behaviour/discipline House system School Council Vulnerable students Online safety Mental Health Full Governing Body Community Committee	Phil Larter Assistant HT - KSS Team, DSL Line management KSS ALPS teaching & learning Prevent Pupil progress KSS Student mentoring Careers Education Guidance International Schools Parent Teacher Association KMGS Sixth Form group VESPA ArtsMark Community	Mike Leake Assistant HT - Systems Curriculum development Attendance data Assessment Reporting Timetabling/options Data analysis BlueSky & Appraisal MIS management Trips Cover Examinations Curriculum	Al Thornhill Assistant HT Teaching & Learning Faculty reviews Professional development Equality, Diversity, Inclusion Early Careers Teachers Staff induction SDS/trainees Teacher performance Google suite Pupil Premium Curriculum	Siobhain O'Flaherty Operations Manager Headteacher support Personnel & recruitment Calendar Support staff appraisal Policies/GDPR Website Stuart Davison Finance Manager Finance/Budgets Payroll/Auditors Compliance/strategy Premises Health & Safety Full Governing Body Finance and Personnel
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