



Appointment of  
**Teaching Assistant**

**SWANBOURNE HOUSE**  
BUCKINGHAMSHIRE

# ABOUT SWANBOURNE HOUSE

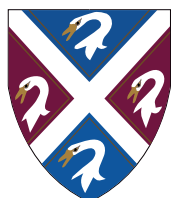
Swanbourne House School is a co-ed prep school for ages 4 to 13 based in the Buckinghamshire countryside, around 20 mins from the thriving new town of Milton Keynes.

Our curriculum provides a broad education with strong academic foundations, allowing pupils with a range of abilities, interests and learning styles to flourish.

It's a **progressive approach** that ensures children are ready to take on the challenges of the next stage of their education with courage and confidence. In September 2019, we replaced Common Entrance with the Pre-Senior Baccalaureate, an assessment model that seeks fairly and accurately to quantify a pupil's all-round achievements in Year 7 and Year 8. A final summative Baccalaureate Certificate accompanies the transfer to senior schools and offers a 360° assessment of a pupil's progress, knowledge, skills and attitudes.

The breadth and balance within the curriculum entices pupils to engage fully in the range of lessons they have each day. Activity and investigation enable our pupils to be confident in thinking for themselves and to be resilient when problem solving.

**An education at Swanbourne House School has a hands-on feel where children increasingly take ownership of, and pride in, their education. We are passionate about developing in the children, genuine awe, wonder and curiosity at the complexities of life and the world about us – past, present and future.**





# ABOUT THE STOWE GROUP

In January 2021, Swanbourne House became part of The Stowe Group. The Stowe Group comprises Stowe School, Swanbourne House School and Winchester House School. The Group's formation has given pupils and staff at Swanbourne House access not only to Stowe's world-famous estate but to its expertise in teaching and learning as well as governance. The Stowe Group recently launched its Change Makers vision along with Change 100 programme to raise £100m for transformational bursaries. The Stowe Group is part of Allied Schools, an association of independent schools which uphold the Protestant and Evangelical principles of the Church of England.

The Stowe Group does not aim to produce stereotypes or mould pupils into conventional all-rounders. Change Makers are encouraged to grow in their own way and celebrate the differences between them. Nurturing the emotional, physical and mental well-being of each pupil is of paramount importance and our culture is characterised by teamwork, collaboration and mutual respect. Mindful of their ethical, intellectual, physical and social development, we educate and support our pupils to achieve fulfilling lives. Our goal is to inspire pupils and staff to be Change Makers who will shape positive futures for themselves, their families and the global community.

Through a broad and inclusive education, pupils are educated and prepared for life. They gain knowledge and understanding in a wide range of academic disciplines as well as developing core skills in thought leadership, critical thinking, intellectual curiosity, innovation, communication, technology, creativity, team-work and collaboration, self-reflection and lifelong engagement. World-class facilities support

our educational aims and are shared with the wider community. We strive for excellence and celebrate achievement, valuing education as a journey and not a destination in the belief that all pupils can exceed their potential. Learning is learnable and everyone can improve.

Our aim is to encourage personal development by creating a flourishing, vibrant, cohesive, caring and socially inclusive community which embraces pluralism, diversity and intercultural understanding. We celebrate differences by giving everyone a voice and then listening to multiple viewpoints. We believe it is our collective responsibility to develop the cognitive, physical, emotional and spiritual well-being of everyone in our community.

We are committed to the development of character with particular emphasis on tolerance, resilience, honesty, humility, courage, compassion, gratitude and service. While many pupils compete at the highest level in sport, our aim is to provide a wealth of co-curricular activities which pupils of all abilities can access and enjoy. Through teaching, coaching and counselling, we will do our utmost to support pupils to be their best, do their best and feel their best. We honour the legacy of Change Makers from the past by looking forward to a future where wealth is not a barrier to success. We are building an endowment to support Change 100 which will promote social mobility by allowing unprecedented access, regardless of financial means or circumstances, to a Stowe education. We have developed partnerships with local schools, explored international opportunities and strategic links with universities, businesses and NGOs. We strive to attract and retain employees of the highest calibre.

Environmental stewardship and sustainability are cornerstones of a Stowe education. Stowe stands in the most sublime setting of any school in the world and embodies beauty and liberty. The historical importance of Stowe should give Stoics and staff a heightened awareness of their social and environmental responsibility in preserving this unique eco-system. We have developed and implemented a comprehensive Environmental Stewardship Programme which confronts a variety of challenges, including climate change and environmental sustainability.

# WE ARE CHANGE MAKERS

Swanbourne House and The Stowe Group have a talented and committed workforce.

We are committed to fostering team engagement, attracting, mentoring, developing and retaining our best teachers and non-teaching staff. We focus on employee well-being, provide opportunities for professional growth and create a culture of community and partnership. Environmental stewardship and sustainability are cornerstones of a Stowe Group education.



# TEACHING ASSISTANT

**Start date:** ASAP

**Contract type:** Permanent

**Hours:** Full Time (term time only)

**Reporting to:** Head of SEN

**The Department:** The SEND Department teaches children from Foundation to year 8

## **Role:**

To provide support to teachers in the learning and personal development of pupils with SEND needs to assist the learning and personal development of the pupils to whom you are assigned, to enable them to make best use of the educational opportunities available to them.

## **The jobholder should have the ability to fulfil all or most of the following:**

To aid the pupils to learn as effectively as possible in both group situations and on their own by, for example:

- Clarifying and explaining instructions
- Ensuring the pupil is able to use equipment and materials provided
- To write detailed subject reports
- Motivating and encouraging the pupils as required by providing levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- Assisting in weaker areas, e.g. speech and language, reading, spelling, numeracy, handwriting/presentation etc.
- Using praise, commentary and assistance to encourage the pupil to concentrate and stay on task
- Liaising with teacher, SENDCO and other professionals about Education and Health Care Plans (EHCP), contributing to the planning and delivery as appropriate
- Providing additional nurture to individuals when requested by the teacher or SENDCO
- Consistently and effectively implementing agreed learning strategies
- Helping to make appropriate resources to support the pupils
- Supporting differentiation and feedback to class teacher
- To establish supportive relationships with the pupils
- To promote the acceptance and inclusion of the pupils with SEND, encouraging pupils to interact with each other in an appropriate and acceptable manner
- Monitor the pupils response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher/ SENDCO to achieve the intended learning outcomes
- Clarifying and explaining instruction
- To give positive encouragement, feedback and praise to reinforce and sustain the pupils efforts and develop self-reliance and self-esteem.
- To support the pupils in developing social skills both in and out of the classroom
- To support the use of ICT in learning activities and with specific programmes to support learning.
- To provide regular feedback on the pupils learning to the teacher and SENDCO, including feedback on the effectiveness of the learning strategies adopted
- Under the direction of the teacher, carry out and report on systematic observations of pupils to gather evidence of their knowledge, understanding and skills upon which the teacher makes judgements about their stage of development
- When working with a group of pupils, understand and use group dynamics to promote group effectiveness and support group and individual performance
- To know and apply school policies on Child Protection, Safeguarding, Health and Safety, Behaviour, Teaching and Learning, Equal Opportunities etc.
- To be aware of confidential issues linked to home/pupil/teacher/school
- To contribute towards reviews of the pupils progress as appropriate
- To comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment
- To take part in training activities offered by the school to further your knowledge and skills
- To be willing to support playground/break time supervision
- To accompany pupils on occasional educational visits
- To provide individual support, as required, during examination sessions



## **Whole-school organisation, strategy and development**

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision
- Make a positive contribution to the wider life and ethos of the school

## **Health and safety**

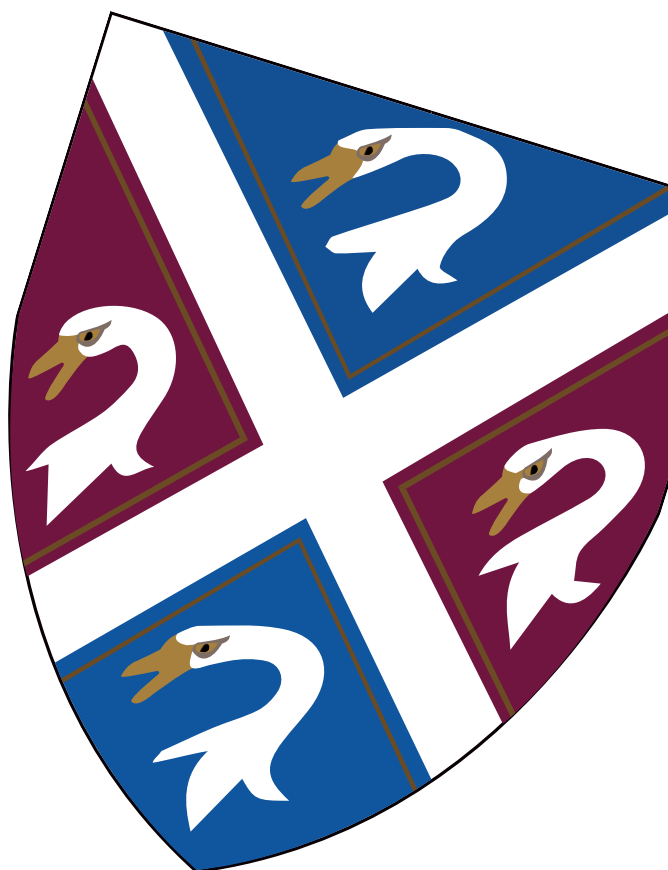
- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents

## **Professional development**

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders and SENDCO, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

## **Personal and professional conduct**

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity



## PERSON SPECIFICATION

criteria	qualities
<b>Qualifications and experience</b>	<p>Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification in nursery work or childcare (or willingness to work towards a qualification if not already held)</p> <ul style="list-style-type: none"> <li>· GCSEs at grades 9 to 4 (A* to C) including English and Maths</li> <li>· Experience of working with children</li> </ul> <p><b>DESIRABLE:</b> Experience of planning and leading teaching and learning activities (under supervision)</p>
<b>Skills and knowledge</b>	<p>Good literacy and numeracy skills            Good organisational skills            Ability to build effective working relationships with pupils and adults            Skills and expertise in understanding the needs of all pupils            Knowledge of how to help adapt and deliver support to meet individual needs            Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting the SENDCo, teachers and pupils            Excellent verbal communication skills            Active listening skills            The ability to remain calm in stressful situations            Knowledge of guidance and requirements around safeguarding children            Good ICT skills, particularly using ICT to support learning            Understanding of roles and responsibilities within the classroom and whole school context</p> <p><b>DESIRABLE:</b>            Understanding of effective teaching methods            Knowledge of how to successfully lead learning activities for a group or class of children            Knowledge of how statutory and non-statutory frameworks for the school curriculum relate to the age and ability ranges of the learners they support            Knowledge of how to support learners in accessing the curriculum in accordance with the SEND code of practice</p>
<b>Personal qualities</b>	<p>Enjoyment of working with children            Sensitivity and understanding, to help build good relationships with pupils            A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school            Commitment to maintaining confidentiality at all times            Commitment to safeguarding pupil's wellbeing and equality</p>

## YOUR APPLICATION

An application form can be downloaded from our website [Vacancies - Swanbourne House School](#).

Completed application should be sent to [recruitment@stowe.co.uk](mailto:recruitment@stowe.co.uk) If you need any help with the application process please contact: [recruitment@stowe.co.uk](mailto:recruitment@stowe.co.uk) or call 01280 818005

## SAFEGUARDING

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The post holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom he/she is responsible, or with whom he/she comes into contact will be to adhere to and ensure compliance with the school's Child Protection Policy Statement at all times.

If in the course of carrying out the duties of the post, the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the school, he/she must report any concerns to the Head.



**SWANBOURNE HOUSE**

THE *Stowe*  
GROUP