

READING SCHOOL
VACANCY INFORMATION PACK

Student Support Assistant





Reading School

Introduction

Reading School is an amazing place to study and work. Our School was founded in 1125 and, through its 900-year history, we have provided world-leading education to tens of thousands of students. With this rich heritage and depth of tradition, it should be no surprise that our academic reputation is second to none. Our Year 13 students are consistently awarded A* to B grades in more than 90% of their A-Level entries, and those sitting GCSEs regularly achieve the very top grades in more than 85% of their courses.

This is not what matters to us most though. We consider these outcomes a necessary, but insufficient measure of a student's education. Education is much more than grades, and learning is much more than retaining information. Education is the business of hope. It sustains society, nurtures culture, inspires innovation and enables the best in humanity.

Education matters, because people matter.

At Reading School, in all we do, we therefore seek to nurture curiosity, inspire service and build character. We promote honesty and community as well as excellence and leadership.

We encourage our students to find resilience at the bottom of the ruck, humility on the podium, delight when encountering difference, patience when practice is tough and integrity when no-one is watching.

As a school of character, we believe that your actions can and will make a difference to you and others. We are a values-based organisation that focuses on growth and development. Our core values underpin everything that we do and our staff, both teaching and associate, role model these values.

If you are thinking about joining our team you can find out why it might be the right fit for you. Our team is proud to make a positive impact and strives to put values in to action – excellence, integrity, leadership and community.

Chris Evans
Headmaster

Are you passionate about education and supporting young people? Do you have experience of working in a secondary school or with SEND students?

We are seeking to recruit an enthusiastic and motivated Student Support Assistant who is passionate about providing a nurturing learning environment for our students. This vacancy has become available due to a move from the department to another role within the school.

We are committed to providing an inspirational environment for our students, where they are actively engaged in learning and optimistic that they can achieve. We enable them to develop leadership skills with an emphasis on integrity, teamwork and celebrating success.

Based in the Auxilium in the main school building, you will work with students across the year groups supporting personal, social and academic development. Meeting the needs of young people with SEND is the responsibility of all staff, but as a member of our Student Support Team, you will play a vital role in supporting a case-load of students.

As a Student Support Assistant, you will be working alongside teachers and specialist staff to support students with special educational needs or students who require additional support to access learning and opportunities in order to flourish and be prepared for life beyond school.

What you'll do:

- Support students to help overcome barriers to learning, helping them achieve their full potential.
- Produce and coordinate support material on SEN, learning and welfare issues for staff and parents.
- Design and lead one-to-one and group work sessions to support students, specifically those with neurodiversity.
- Be aware of and support difference, ensuring all students have equal access to opportunities to learn and develop.

What we're looking for:

- Excellent communication skills.
- The ability to relate well to children and adults.
- Experience of working with SEN students, in particular.
- Ability to adapt readily to changeable situations.

Starting September 2024

Hours of work: 37 hours per week (full-time), term time only plus 1 week

Grade: RS04 points 10 to 22

FTE Salary: £25,545 per annum to £31,364 per annum

Actual Salary: £22,168 per annum to £27,218 per annum

Deadline for Applications: 9am, Friday 5 July

For details of how to apply, click [here](#).

Find the full job description [here](#).

What can we offer you...

- Generous annual leave entitlement plus bank holidays (part-time employees will receive the same entitlements on a pro-rata basis):
 - On appointment: 29 days
 - After 5 years' service: 31 days
- Pension (optional): Local Government Pension Scheme with generous pension contributions.
- Private Health Medical Insurance (employee contributed, competitive corporate rate).
- An absolute commitment to growing and developing all of our staff, encouraging both personal and professional development.
- Opportunities to innovate and lead extra-curricular or pastoral projects if desired
- A staff body based on values of support, kindness, calm and caring responses.
- A school where you can really make your mark and where you will feel valued.
- International connections and partner schools in Kenya, New Zealand, Denmark and South Africa.
- Free on-site car parking near central Reading and walking distance of Reading Station.
- Free use of on-site fitness suite.
- Annual eye care for regular DSE users.
- Ride to Work and Technology schemes.

Character Education is at the heart of all we do...

Reading School believes Character Education belongs at the heart of the curriculum. The Reading Way is a holistic approach with a broad curriculum that encourages intellectual curiosity, whilst enriching and developing the sporting and artistic lives and cultural capital of our students.

The aims of academic excellence and character excellence are complementary: we want our students to flourish through sustained high performance and personal development.

The Reading Way invites all staff (Teaching and Associate) to work together with students and parents, to learn with and from each other, acting with purpose and leading in order to serve both the school community and beyond.

Electives are an integral part of our ambitious curriculum intent that seeks to develop excellence and build people to be people of substance and character. They are a positive feature of our rich and ambitious curriculum offering, giving our students access to an inspiring, broad range of opportunities to flourish. Through harnessing choice our students are supported and challenged to create energy, enhance intellectual curiosity and be accountable.

The implementation of the Electives programme is based around opportunity, intellectual curiosity, cultural capital, nurturing of skills and application of knowledge, wellbeing and collaboration.

We run 100 Electives per week, timetabled in Period 7 daily and staff are encouraged to contribute in areas of interest.



Reading School's Future Stories programme operates in partnership with local primary schools to develop and support a range of activities.

Its focus continues to be on developing supportive mentoring relationships between primary school pupils and Sixth form students who give their time and energy to support the programme.

We have also developed and sustained a model of online mentoring that has proven to benefit students in need of additional 1:1 support or encouragement to improve their attainment and self-confidence.

You can get involved in delivering fun interactive sessions to primary school students. These sessions are supported by our senior prefects, who greatly benefit from the opportunity to develop their leadership skills and support other students in our local community.

Our Co-Curricular Programme is designed to enable our pupils to extend their aspirations, skills and a range of interests beyond the classroom.

We have numerous available activities including Dungeons and Dragons Club, Robotics, Drama, Music, Combined Cadet Force (CCF) and a wide range of sports, including rugby, lacrosse, football and cricket. However, we are always open to giving staff the freedom to open up new opportunities for our students.

You can discover more about the opportunities you can get involved in on [our website](#).

*Learn, lead
and serve...*





A Rich History and a Promising Future

Reading School has a rich history and we wish to build on our impressive past and current achievements and successfully realise the school's ambitious development plans.

Founded in 1125 as part of Reading Abbey, Reading School is the tenth oldest school in England. In 1486 the school was refounded by Henry VII as a 'Free Grammar School'. After the dissolution of Reading Abbey in 1539, the School fell under the control of the Corporation of Reading, its status being confirmed by Henry VIII in 1541.

This was reconfirmed in the Royal Charter granted to the Corporation of Reading by Elizabeth I in 1560.

During the Civil War the School was used as a garrison by Royalist forces and in 1665 Parliament, forced out of London by the Great Plague, took over the school house.

After a period of declining numbers, the School was given a renewed lease of life with the passing of the Reading School Act in 1867 which clearly set out its administration and funding.

"Reading School is the tenth oldest school in England."

The buildings designed by Alfred Waterhouse were opened in 1871. The development of Reading School was strengthened following the 1944 Education Act and the school retained its selective status in 1973 after a petition signed by a third of all voters in Reading.

February 2011 witnessed Reading School converting to Academy status.

Since 2012, there have been improvements to examination results at both GCSE and A Level in addition to the development of a new Refectory, Computer Science facilities and 4 Biology laboratories and 3 Chemistry laboratories.

Academic Excellence

Our aim to be a World Class School is shaped by the central importance of academic achievement. We have an outstanding academic track record. Indeed, recent examination results have placed Reading School among the top ten performing state schools in the country. In terms of its academic performance, the 'free Grammar School' competes strongly with independent schools costing up to £45,000 per year. For instance, in 2023, 90.1% of Year 13 students were awarded A*- B grades at A Level, with over 20% of candidates achieving at least three A* grades. Furthermore, at GCSE 88.3% of entries were awarded grades 9-7 and 100% of pupils gained five grades 9-4 including English and Maths. In 2022, 49 students were offered places studying at Oxford and Cambridge Universities, medical school, veterinary medical school, or Ivy League Colleges. In January 2023, 23 students have been offered places at Oxford and Cambridge. Regularly, over 80% of places are gained at Russell Group Universities. A broad and balanced academic curriculum is one of Reading School's greatest strengths. All students study separate science and a modern or ancient language at GCSE. All students follow a three-year KS4 and will be eligible for the English Baccalaureate. The large sixth form of over 360 students offers a wide range of subject combinations covering Maths, Sciences, Humanities, Languages and the Arts. We were awarded the accolade of State Secondary School of the Year 2023 (South East Region) by the Sunday Times.

Building Character

Whilst academic excellence is important, Reading School also offers an exceptional all-round education designed to give each student an opportunity to fully explore their talents. We also value character excellence as evidenced in July 2022 when we were awarded the 'Character Education Kitemark Plus' by the Association of Character Education (ACE) and we are a Regional Hub of Character Excellence. The school offers an extensive extra-curricular programme and has an enviable reputation in Music. Students from Year 9 are able to participate in the Combined Cadet Force (CCF) and there is a thriving 'Future Stories' programme through which the School is able to share expertise and resources with Primary Schools. Reading School is especially proud of the development of International Partnerships and since 2012 we have nurtured links with Schools in Australia, New Zealand, Denmark and Kenya. In addition, our students have represented the UK in competitions held in St Petersburg, Hong Kong, Pittsburgh, USA and Sydney, Australia. The myriad of enrichment opportunities offered are only possible through the commitment of staff, support of parents and the generosity of the Reading Foundation and the Old Redingensians Association. Learning beyond the classroom, whether it be a Year 8 trip to Finland or Iceland or a Rugby tour to Japan is a crucial component of the experience of Reading School. Enrichment activities complement and extend the experience of academic lessons. We are fully committed to developing and extending opportunities for students, through the Reading Way. We are committed to both academic excellence and building people of substance.

Pastoral Care

Reading School prides itself on delivering high standards of pastoral care. Each student is a member of a House. Currently there are five houses: County, East, School, West and Laud. In Year 7, each student has a Form Tutor who is also the Head of House. This system helps Heads of Houses to get to know all students.

The School offers an excellent personal development programme which focuses on nurturing integrity and character. This is supplemented by the work of the Chaplain, Learning Consultant and the experienced Special Educational Needs Co-ordinator and a Transition Lead.

Therefore, it is true to say that at Reading School we believe in the development of the heart and the head.

Boarding

Boarding is an integral part of the fabric and character of Reading School. The quality of the Boarding experience was judged to be 'outstanding' by Ofsted in March 2020. There are 87 weekly boarders from Years 7-13 in two boarding houses, East Wing and South House. As Reading School is a state school, boarders do not pay tuition fees. The Headmaster is Head of Boarding.

Admissions

Students are admitted to the School at the age of 11 and are required to sit entrance examinations. External qualified post-16 students are admitted to the Sixth Form.

Reading School is an academically selective, state school and is oversubscribed. The Governing Body are committed to encouraging increased opportunities and promote social mobility through the 'Future Stories' project which seeks to encourage students from all backgrounds to apply to sit the Entrance Test.

Facilities and Finance

Situated near the centre of Reading, the School offers good facilities which have undergone improvement recently – a Refectory in 2012, new Computer Science laboratories in 2013, refurbished Lecture Theatre in 2014, Fitness Suite, 7 new Biology and Chemistry Laboratories in 2018 and refurbished Physics Laboratories in 2022.

The School has ambitious plans to develop the site, especially relating to Sports Facilities and a Sixth Form Centre.

Leadership and Governance

Leadership

The Headmaster, Chris Evans, is supported by the Senior Leadership Team, comprising of the Deputy Headteacher, five Assistant Headteachers, Finance Director, Executive Assistant and the Head of Operations and Projects. This group meets every morning, with a strategic meeting after school every Monday.

Governance

As an Academy Trust, Reading School is a charitable company limited by guarantee under the overall authority of the Governing Body and the Headmaster. The school site is owned by a charitable trust, The Reading Foundation, established in 1986.

The Governing Body is chaired by Mr Robert Kenwick and comprises 16 Governors who are Directors of the Reading School Academy Trust Company and is served by an effective, experienced Clerk to the Governors.



Student Support Assistant

Reports To

Head of Student Support (SENCo)

Grade / Pay Scale

RS04 (points 10 - 22)

Annual Salary

FTE Salary: £25,545 per annum to £31,364 per annum

Actual Salary: £22,168 per annum to £27,218 per annum

Hours of Work

37 hours per week (full-time), term time only plus 1 week

Employment Status

Permanent

Reviewed

Annually

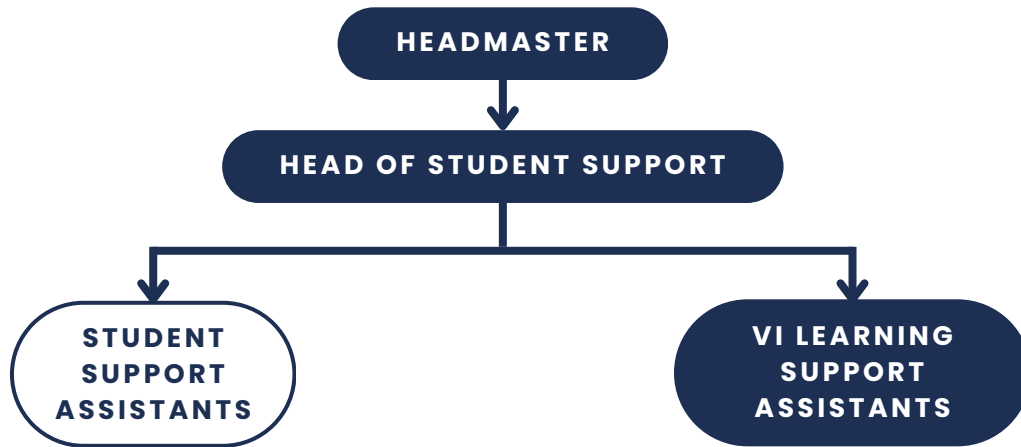
Job Purpose

- To work under the instruction and guidance of the SENCo and teaching staff to assist in the provision, monitoring and review of the support and inclusion of students with Special Educational Needs.
- To work with groups of students and/or individual students with special or particular needs, as directed.

Department Purpose

- Ensuring that all material for students with needs is provided and that they are supported in and out of lessons as and when necessary;
- Supporting the SENCo to ensure that all administration functions of the SEN department are up to date, specifically with reference to the SEN Code of Practice;
- Providing learning and personal development support that meets the needs of students who require help in overcoming barriers to learning that prevent them from achieving their full potential, in and out of the classroom.

Organisation Chart



Duties and Responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headmaster.

Reading School is committed to safeguarding and promoting the welfare of our students. We expect all staff working in the school to share in this commitment and contribute to:

- Providing a safe environment for our students to learn in.
- Identifying safeguarding concerns and acting in line with our safeguarding policies.

Supporting Students

- To develop an understanding of the student specific needs, targets, appropriate support and this impact in regard to relevant students
- To establish positive relationships with students to motivate and encourage them as Readingensians and to promote and support interaction with their peers.
- To assist with the development and implementation of Student Passports, Provision Maps and Education, Health and Care plans.
- To design and deliver programmes of work for students in one to one and / or small group settings, including break and lunch sessions.

- To enable the students to engage in the lessons using appropriate techniques
- Supervise and support students ensuring their safety and access to learning with particular reference to neurodiverse students.
- To promote self-esteem and independence
- To provide feedback to students in relation to progress and achievement under the guidance of the SENCo and / or teaching staff
- Be available to help or advise students who need support and, where necessary, to refer these discussions to an appropriate member of staff or outside Agency that can give appropriate advice or counselling.
- Under the direction of the SENCo, deal proactively with any social issue or bullying that arises with students.
- Utilise strategies to support students who feel upset, under pressure, vulnerable, stressed or experiencing sensory overload.
- Where appropriate, communicate any pastoral or learning concerns with parents as directed by the SENCo, and arrange and attend meetings.

Supporting the SEND Department

- To assist with the planning of learning activities as required.
- Monitor Auxilium (student support room) helping students to develop social skills.
- Produce and co-ordinate support material on SEN, learning and welfare issues for staff and parents.
- Upload data onto Bromcom and update student records.
- Under the direction of the SENCo, make use of existing assessment data to plan and deliver appropriate learning or personal development support to identified students.
- Liaise with outside agencies, social workers, Educational Psychologists, other schools and organisations, making referrals to Local Authority Teams and CAMHS as directed by the SENCo, and attend to queries as required.
- Meet with teaching staff, tutors and Heads of House to discuss student referrals, plan learning strategies and share welfare concerns / progress.
- Under the direction of the SENCo, KS2-3 Transition Officer and Head of Sixth Form liaise with the primary schools to gather further information to support the learning of students before they join the school.
- Provide clerical and administrative support as directed by line manager.
- To attend briefing meetings as directed.
- To attend any professional development opportunities provided, within or outside of school, to develop experience and broaden awareness.

Supporting Teaching Staff

- To use relevant strategies, in liaison with the teacher, to support the students' learning outcomes. These will likely be SEN directed and on the passport.
- To support teaching staff in appropriate use of relevant student specific strategies, with particular awareness of neurodiverse students.
- To monitor the students' responses to learning activities and accurately record achievement and progress as directed.
- To provide regular feedback to teachers on students' achievements, progress and challenges.
- To administer routine tests and help deliver examination access arrangements (reading, transcribing, amanuensis) for students.
- To work with the student/s outside of the main classroom as appropriate.

Supporting Reading School

- Encourage positive behaviour and attitude by being an excellent role model.
- To ensure that all administrative duties, checks and documentation are completed to the required level of accuracy, including returns and reports as per school and government requirements.
- To input and extract information from Bromcom and other school's database systems as required, especially so that information is up-to-date for the census captures.
- To deal with correspondence promptly and as required
- To facilitate the sharing of information with all relevant agencies in line with school policies and procedures.
- Promote the inclusion and acceptance of all students.
- Understand and implement the school's behaviour policy and code of conduct including the issuing of rewards and sanctions within the school's policies and procedures.
- Be aware of, and comply with, policies and procedures relating to child protection, health and safety, security, emergencies, confidentiality and data protection, reporting all concerns to an appropriate person.
- Participate in training, other learning activities and performance management as required.
- Be prepared to accompany teaching staff and students on visits, trips and out of school activities as required through mutual agreement.
- Contribute to the overall ethos, work and aims of the school.

Person Specification

The person specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively. It is expected that the successful applicant will have and can demonstrate:

QUALIFICATIONS AND TRAINING

ESSENTIAL	DESIRABLE	EVIDENCE
<ul style="list-style-type: none"> Studied to a minimum standard of GCSE (Grade C or level 4 or above) 	<ul style="list-style-type: none"> Higher education or qualification in SEND Specialist skills / training in Neurodiversity or a willingness to develop this skillset Qualification or training in supporting students with neurodiversity or mental health Undergraduate study or a track record of similar work Experience of using management databases, e.g. SIMS, Bromcom 	<ul style="list-style-type: none"> Application Form References Interview Certificates of qualification

EXPERIENCE

ESSENTIAL	DESIRABLE	EVIDENCE
<ul style="list-style-type: none"> Understanding of issues that may affect students' wellbeing Working knowledge of essential 'Safeguarding' processes and concepts Working effectively within a team 	<ul style="list-style-type: none"> Experience and understanding of the role of a Student Support Assistant. Experience in a school Work within an education setting or previous work with young people and families Experience / knowledge of working with SEND students Report writing 	<ul style="list-style-type: none"> Application Form References Interview

SKILLS AND KNOWLEDGE

ESSENTIAL	DESIRABLE	EVIDENCE
<ul style="list-style-type: none"> • Excellent interpersonal skills • Excellent communication skills, both written and spoken • Effective ICT skills • Proactive and solution orientated • Organised with strong time management skills • Capacity to work under pressure, to meet deadlines and priorities. • Ability to work on own initiative • Awareness of the SEND Code of Practice 2014 	<ul style="list-style-type: none"> • Knowledge of the SEND Code of Practice 2014 • Knowledge of The Equalities Act 2010 • Understanding / awareness of strategies for supporting neurodiverse students 	<ul style="list-style-type: none"> • Application Form • References • Interview

PERSONAL QUALITIES

ESSENTIAL	DESIRABLE	EVIDENCE
<ul style="list-style-type: none"> • Stay calm in difficult situations • Ability to work effectively in partnership with school staff, other professionals, parents and students • Resilient • Identify, analyse and resolve problems and issues. • Understand and resolve conflict • Resourcefulness and flexibility in delivering outcomes • Ability to initiate and follow through to completion. • Able to appropriately deal with confidential information and maintain confidentiality at all times 	<ul style="list-style-type: none"> • Willingness to engage with extra-curricular activities 	<ul style="list-style-type: none"> • Application Form • References • Interview

In order to conform with our Safer Recruitment process, all applicants must complete an application via our recruitment portal. Links to the portal can be found on our website:

<https://www.reading-school.co.uk/vacancies>

Stand-alone CVs will not be considered for shortlisting.

Candidates should complete the personal statement section of the application form clearly detailing how their skills and experience meet the job description and person specification.

Deadline for Applications: 9am on Friday 5 July

Application Forms will be reviewed on receipt. Early application is advised as we hold the right to close the application process early if a suitable applicant applies and is appointed.

Safeguarding guidelines look to references being obtained prior to interview. Please ensure any referees who you are happy for us to contact before interview are aware that they may be asked to provide a reference with a relatively short deadline.

Reading School is committed to safeguarding and promoting the welfare of children and young people. The successful candidate must be willing to undergo an Enhanced DBS Disclosure. Full details of our Safeguarding - Staff Recruitment Policy and Data Policy can be found on [our website](#).

Reading School seeks to create a diverse workforce. We will consider all qualified applicants for employment without regard to sex, race, religion, belief, sexual orientation, gender reassignment, pregnancy, maternity, age, disability, marriage or civil partnership.

If you have any queries regarding this role, please contact:
hr@reading-school.co.uk

or by telephone:
0118 901 5600



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