



MERCHANT TAYLORS'  
OXFORDSHIRE  
ACADEMY TRUST



**Aylesbury**  
**UTC**  
Merchant Taylors' Oxfordshire Academy Trust

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## Teaching Assistant

<b>Contract Type:</b>	<b>Permanent - Full &amp; Part Time, Term Time Only</b> <b>Grade 4, £10.98-£11.18 Per Hour</b> <i>Pay dependent on experience &amp; qualifications</i>
<b>Required for:</b>	<b>September 2023</b>
<b>Closing Date for applications:</b>	<b>Ongoing</b>
<b>Interview date:</b>	<b>To be confirmed</b>

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This is an outstanding opportunity to join Aylesbury UTC, a 14-19 Secondary School in Aylesbury.

Aylesbury University Technical College is a unique school offering the very best of technical education with outstanding links to our specialist employer sponsors. Our UTC specialises in Computing / Digital, Health Care / Social Care and Building Studies (final cohort). Our curriculum embraces the core subjects at Key Stage 4 coupled with an innovative focus on our specialisms which is then further developed into our Sixth Form.

The UTC joined Merchant Taylors' Oxfordshire Academy Trust on 1st November 2021. This has enabled an even sharper focus on professional development for staff with excellent support for teaching and learning and wellbeing. Shared practice across our schools lies at the heart of our Trust ethos and is already having an impact at the UTC.

We are looking for colleagues who are passionate about their subject, are committed to supporting young people and are keen to buy into the vision of what makes a successful UTC. We are seeking future school leaders who see working in our context as another step on their professional journey and who are committed to our trust value of **"making a difference"**.

Aylesbury UTC is a growing, non-selective school with students aged 14-19 who come from a very wide area including Buckinghamshire, Hertfordshire and Oxfordshire. We have an excellent reputation for supporting young people from diverse backgrounds in their pursuit for **purposeful destinations**. Our students successfully secure competitive university places, apprenticeships and employment positions. Importantly, we gain huge satisfaction from seeing students successfully joining local job sectors. We are proud of the careers focus throughout the school and we aim to support young people no matter what their chosen pathway.

Students enjoy a huge range of **employer engagement** opportunities such as work placements, mentoring, guest speakers, workshops, site visits and industry-specific projects. We have strong links with large multi-national and local organisations alike and we are particularly proud of the excellent working relationships with our local community.

Outside of the core curriculum, students predominantly complete vocational courses as these provide opportunities to gain valuable **technical qualifications** and offer more flexibility than academic course. However, from September 2023 we will be offering T-Level Health and from 2024, T-Level Digital. We review courses regularly to ensure that specific modules and qualifications match our students' and industry needs, giving students the strongest possible start to their careers. We are very fortunate to have **industry-standard facilities** which are frequently commented upon by visitors and students as being inspiring. Throughout the curriculum there are industry links and practical activities to ensure that students leave us with the experience and techniques to be able to thrive in their next steps.

Our students join us because they have a passion for the Computing / Digital, Health Care / Social Care or Building Studies sectors and they want to specialise in one of these. We are an **inclusive** school in a selective Buckinghamshire educational landscape and are determined to serve our local community well. Students of all abilities thrive at Aylesbury UTC and we pride ourselves on ensuring that every student fulfils their potential.

Staff – teaching, support and associate – are happy at Aylesbury UTC. **Professional development** is important to us and our programme is varied but also bespoke to support individual needs and priorities. Our annual two-day Teaching and Learning Conference is probably the highlight of this programme. We embrace the inevitable challenges of working with young people and staff are supportive of each other. It is an excellent place to work and we are committed to staff wellbeing and a healthy work-life balance for all our colleagues.

This post would be ideal for someone with experience supporting young people in the classroom but we also recognise that it may be right for someone who is looking to join the education sector and to develop a career. For the right candidate, we would like to offer the opportunity to lead another aspect of the school such as: attendance; SEND administration; pastoral support. An interest in additional areas should be made clear on application.

## **Learning Support at Bucks UTC**

### **Curriculum:**

Students join at Year 10 or Year 12 and complete Level 2 and Level 3 qualifications respectively.

The majority of our core teaching, in English, Maths and Science, is to Years 10 and 11. We feel strongly that students should get particular support in developing literacy and numeracy if they need it, which is where lots of SEND focus is.

Outside of the core, students engage in learning about Building Studies, Computing/Digital and Health & Social Care through our specialisms. Our curriculum is largely vocational since this provides an element of flexibility not possible with academic courses. It means that staff can choose to focus on modules that best suit student needs and an ever-changing employment sector. There is an expectation that learning is frequently 'project-focussed' and that employers have an input to ensure content is relevant to industry. It is important that the successful applicant understands these principles and is able to apply them where appropriate.

Students complete a range of written, verbal, practical, IT-based and active tasks. Lessons are led by teachers but the best learning takes place when they are able to work closely with our teaching assistants, who ensure they are familiar with the curriculum themselves.

### **Facilities:**

Aylesbury UTC has a high quality 'Learning Resource Centre', with PCs, books, magazines and other resources. Within the LRC is our SENCO office. Although this area is the hub for our SEND team, teaching assistants work most often with students in our classrooms, which are modern, well-lit and clean. In addition, we have plenty of 'break-out' spaces, where a TA can work with individuals or small groups. Students and staff look after these resources very well knowing that they play a key part in the successful completion of courses. Our students also have the opportunity to visit industry settings in the UK and abroad.

### **Team:**

The successful applicant would be part of a four-person department, but this is likely to grow with increasing student numbers in the coming years. The support team are managed by an experienced SENCO.

## Selection Criteria

The successful candidate will be able to meet the following person specification criteria:

### Person specification

Criteria	Qualities
<p><b>Qualifications and experience</b></p>	<p><u>Essential</u></p> <ul style="list-style-type: none"> <li>➤ Level 2 or 3 Certificate in Supporting Teaching and Learning in Schools, Level 3 Diploma in Childcare and Education, or other relevant qualification (or willingness to work towards a qualification if not already held)</li> <li>➤ GCSEs at grades 9 to 4 (A* to C) including English and Maths</li> <li>➤ Experience of working with young people in a learning environment</li> </ul> <p><u>Desirable</u></p> <ul style="list-style-type: none"> <li>➤ Successful completion of training in relevant field/s eg dyslexia, sign language, braille, bilingual, literacy/numeracy/ICT learning programmes</li> <li>➤ Experience of working with external agencies and other professionals</li> </ul>
<p><b>Skills and knowledge</b></p>	<ul style="list-style-type: none"> <li>➤ Good literacy and numeracy skills</li> <li>➤ Good organisational skills</li> <li>➤ Ability to build effective working relationships with pupils and adults</li> <li>➤ Skills and expertise in understanding the needs of all pupils</li> <li>➤ Knowledge of how to help adapt and deliver support to meet individual needs</li> <li>➤ Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils</li> <li>➤ Excellent verbal and written communication skills</li> <li>➤ Active listening skills</li> <li>➤ The ability to remain calm in stressful situations</li> <li>➤ Knowledge of guidance and requirements around safeguarding children</li> <li>➤ Good ICT skills, particularly using ICT to support learning</li> <li>➤ Understanding of roles and responsibilities within the classroom and whole school context</li> <li>➤ Ability to improve own practice/knowledge through self-evaluation and learning opportunities</li> </ul>
<p><b>Personal qualities</b></p>	<ul style="list-style-type: none"> <li>➤ Enjoyment of working with children</li> <li>➤ Sensitivity and understanding, to help build good relationships with pupils</li> <li>➤ A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school</li> <li>➤ Commitment to maintaining confidentiality at all times</li> <li>➤ Commitment to safeguarding pupil's wellbeing and equality</li> <li>➤ Able to follow direction from line manager</li> <li>➤ Ability to show initiative and to prioritise one's own work and meet required deadlines</li> <li>➤ Desire to enhance and develop skills and knowledge through CPD</li> <li>➤ Commitment to the school's ethos, aims and its whole community</li> </ul>
<p><b>Additional</b></p>	<ul style="list-style-type: none"> <li>➤ Interest in, or experience of, leading an aspect of school such as: attendance; SEND administration; pastoral support.</li> <li>➤ Interest in offering extra-curricular activities.</li> </ul>

## Job Description

### Job Purpose

The teaching assistant will:

- Work with class teachers to raise the learning and attainment of pupils
- Promote pupils' independence, self-esteem and social inclusion
- Give support to pupils, individually or in groups, so they can access the curriculum, take part in learning and experience a sense of achievement
- Contribute to the overall ethos, work and aims of the school.

### Duties and Responsibilities

Typical duties and responsibilities are outlined below. Other duties of an appropriate level and nature may also be required, as directed by the Principal or line manager. The post-holder may be required to work outside of normal school working hours for specific activities, school events, meetings and emergencies.

#### Teaching and learning

- Demonstrate an informed and efficient approach to teaching and learning by adopting relevant strategies to support the work of the teacher and increase achievement of all pupils including, where appropriate, those with special educational needs and disabilities (SEND)
- Promote, support and facilitate inclusion by encouraging participation of all pupils in learning and extracurricular activities
- Use effective behaviour management strategies consistently in line with the school's policy and procedures
- Support class teachers with maintaining good order and discipline among pupils, managing behaviour effectively to ensure a good and safe learning environment
- Organise and manage teaching space and resources to help maintain a stimulating and safe learning environment
- To position themselves in the optimum place to support specific students, if not initially directed by the teacher.
- Observe pupil performance and pass observations on to the class teacher
- Supervise a class if the teacher is temporarily unavailable
- Use ICT skills to advance pupils' learning
- To support students in note taking and scribe when necessary
- To support students with access arrangement and be used to read or write during exams
- To help students develop language skills, for example word finding
- To contribute to the planning and reviewing of Individual Educational Plans and Annual Reviews
- To set lesson targets for students and to praise when they have had a success in the tasks they are doing
- Undertake any other relevant duties given by the class teacher

#### Working with colleagues and other relevant professionals

- To meet with the SENCO and pass on any important information
- Communicate effectively with other staff members and pupils, and with parents and carers under the direction of the class teacher
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers
- Collaborate and work with colleagues and other relevant professionals within and beyond the school
- Develop effective professional relationships with colleagues

#### 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
- To work with SEMH students to direct/re-focus them on their work and to diffuse potential conflict.

#### 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 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
- To model appropriate social skills, particularly for students with communication difficulties
- Respect individual differences and cultural diversity

## General Duties

Aylesbury UTC is part of Merchant Taylors' Oxfordshire Academy Trust. At 'MTOAT' we pride ourselves on providing a safe and happy environment where young people can flourish and we want to send every young person into the world able and qualified to play their full part in it.

Merchant Taylors' Oxfordshire Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.

The Merchant Taylors' Oxfordshire Academy Trust employs support staff on the conditions or service contained in the National Joint Council for Local Government Services National Agreement on Pay and Conditions of Service (Green Book), the provisions of which allow for a 26 week probationary period for new employees. This can be found through:

<http://www.oxfordshire.gov.uk/cms/content/schools-conditions-employment-green-book>

<http://schools.oxfordshire.gov.uk/cms/content/contracts-staff>

Please note that the points above are illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the teacher will carry out. The post-holder may be required to do other duties appropriate to the level of the role, as directed by the Principal / line manager.

## Next Steps

- Further information and an application form can be found on our school website at <https://aylesburyutc.co.uk/about/team/vacancies/>
- For more information or to arrange a visit to the school (strongly encouraged), please contact [reception@aylesburyutc.co.uk](mailto:reception@aylesburyutc.co.uk)
- Please email all completed applications to: [recruit@mtoat.co.uk](mailto:recruit@mtoat.co.uk) (our Trust HR team)
- **Closing date:** Ongoing
- **Interviews:** Interviews will be arranged once applications are received