



Alameda Middle School

Ambitious 🟡 **Motivated** 🟡 **Confident to Soar**

*“Staff feel valued and respected by senior leaders and are very positive about working in the school”
Ofsted 2023*

Vacancy

Teaching Assistant -SEND



NJC 3a points 5 >7

30hours per week (negotiable)

08:30 > 15:20 (50min unpaid lunch break)

Term time only + 5 training days

Salary

£18,141 > £18,723 actual pay

£ 25,583 > £26,403 FTE

Ofsted: Good School October 2023



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Dear Applicant,

Thank you for your interest in the position of Teaching Assistant. We hope the information provided will support and inspire your application.

Alameda is a popular and oversubscribed middle school, serving the community of Ampthill and the surrounding areas. Set in picturesque surroundings, the school benefits from excellent facilities that create an inspiring and purposeful learning environment. Teaching in a middle school offers a unique and rewarding opportunity to work with pupils at a pivotal stage in their education, bridging the transition from primary to secondary and playing a crucial role in shaping both academic success and learning habits for the future.

The school was inspected by Ofsted in October 2023 and continues to be judged as good.

“Senior leaders combine a strong drive for improvement with a caring and compassionate approach. Staff, trustees and most parents agree that the school is improving rapidly.”

“Pupils at Alameda Middle School know that their teachers want them to do well. They understand that expectations of them are higher than previously. They work hard and do their best.”

“Behaviour in lessons and around the school is calm and orderly.”

“Pupils are friendly, tolerant, and respectful towards each other.”

“Provision for personal development is a significant strength.”

Teaching and learning sit at the heart of everything we do. We want our children to enjoy coming to school, secure in the knowledge that they will be safe, happy, well taught and inspired to achieve. Our work is guided by four core aims:

1. To achieve our best in everything that we do
2. To engage fully with the school's values
3. To establish strong collaboration and community
4. To prepare young people for the future

This vision translates into a school with high academic expectations, where every pupil is encouraged and supported to excel. As a middle school, Alameda offers a distinctive educational setting that benefits from the strengths of both primary and secondary education. Primary-trained teachers bring expertise in securing strong literacy and numeracy foundations, building learning habits and supporting progression across the curriculum, while secondary-trained teachers contribute subject specialism, academic rigour and preparation for the demands of upper school and beyond. Together, this creates a rich and balanced learning experience for pupils and a highly rewarding professional environment for staff.

We want our students to develop into well-rounded individuals who embrace new opportunities and leave Alameda confident, independent learners, fully prepared to take on the challenges of upper school.

Along with this letter, please find:

- Background information about the school
- The Personnel Specification and Job Description

We hope this information encourages you to apply. Applications can be submitted via our website: www.alamedamiddleschool.org.uk or direct at mynewterm.com. If you would like any further information about the post or wish to arrange a visit to the school, please contact Catherine Tilley ctilley@alamedamiddleschool.org.uk

Yours sincerely

Mrs J Ross
Headteacher



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Contextual Information

History

Alameda is a large and oversubscribed single-academy trust. Pupils are aged between 9 and 13 (years 5-8). Most pupils who attend come from the immediate local area of Ampthill and Maulden, although some come from further away in Bedfordshire. We have three main feeder lower schools, and most pupils transition to Redborne Upper School.

Alameda is part of the Redborne Schools Partnership, with Redborne Upper, Woodland Middle, The Firs, Russell, Maulden, Flitwick, Kingsmoor and Templefield Lower Schools. We are lucky to have strong relationships with the schools in our area. We also have strong links with the local teaching schools.

Pupils and Admissions

At present, the school roll is over 720. The school has a much smaller than average proportion of pupils entitled to free school meals. Pupil attendance is good, and above the national average.

Site

Set on a large site close to Ampthill Park, Alameda is bordered by a site of special scientific interest and the Alameda walkway. Classrooms are spread around the main block, with an additional block of six classrooms. There are two well equipped ICT rooms, and all classrooms have internet access and interactive whiteboards linked to a PC. There is a well-stocked library, a sports hall and a large music suite.

Staffing

The school has a leadership team consisting of a Headteacher, three Assistant Headteachers and a Business Manager. As middle leaders we have Heads of Year and Heads of Department. There are over 50 teaching staff and teaching assistants, a family support officer, pastoral support in key stage 2 and key stage 3, a full-time ELSA, 2 cover supervisors, a librarian, an IT technician, 13 assistants in finance/admin/science/tech, a site agent and assistant site agent. We are firmly committed to developing the skills of all our staff.





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TITLE: Teaching Assistant SEND

RESPONSIBLE TO: Headteacher

PURPOSE OF THE ROLE:

- To work with children as part of a team under the direction of the SEND-Co.
- By recognising individual needs, foster the participation of pupils in the social and academic life of the school.
- To develop, plan, deliver and review learning activities for individuals and groups of pupils.
- To carry out specified duties with individual groups or classes under the direction of a teacher.

MAIN RESPONSIBILITIES:

Support for pupils

1. Establish and maintain positive relationships with pupils by communicating effectively and allowing them to feel valued and listened to.
2. Support learning activities for all pupils being aware of stages of development, individual needs and giving positive encouragement and feedback.
3. Build and maintain successful relationships with pupils. Give care and support for pupils by providing a safe and secure environment.
4. Under the guidance of the class teacher to use a range of supporting techniques to present learning tasks and curriculum content in a clear and stimulating manner.
5. To prepare and effectively use ICT to support and promote learning in ways that are stimulating and enjoyable for pupils according to age, need and ability. This could include the use of virtual learning opportunities.
6. To promote and support the inclusion of all pupils in the learning activities in which they are involved.
7. Under agreed school procedures assist with programmes of special care.
8. To assist with preparation for school visits and the supervision of pupils on such visits, in liaison with the SEND-Co and trip leader.
9. Support children and young people through transitions that occur in their lives enabling them to manage these in a positive manner.



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10. To contribute to the safeguarding of all pupils by having an awareness of signs of abuse, an understanding of relevant procedures and ensuring any concerns are address in a calm, sensitive manner in line with policy.

Support for Teachers

1. Under the guidance of the class teacher to deliver learning activities to
Individuals, groups of pupils and, on occasion, to the whole class.
2. To assist with monitoring and providing feedback for individual pupil plans.
3. To implement interventions to enable pupils to meet their targets
4. Support expectations of behaviour and in line with our policy, follow up any incidents using restorative practices.
5. To contribute to planning and evaluation of teaching and learning activities by sharing realistic ideas, offering constructive suggestions and giving feedback where appropriate.
6. To help assess and systematically record pupils' progress using the results of monitoring to inform further support work.

Support for the Curriculum

1. To maintain familiarity with the relevant requirements of the curriculum to assist with the effective teaching of basic skills and support work and to ensure that opportunities are taken to develop pupils' learning and skills.
2. To support the teaching of literacy, numeracy or other specific curriculum areas as required and agreed with the Head Teacher/Line manage



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Support for the School

1. To work collaboratively with colleagues as part of a professional team, in particular the class teacher, the Special Educational Needs Co-ordinator (SEND-Co) and other teaching assistants, working at all times within the school's policies and procedures.
2. To assist in the general efficient operation of the school, including providing cover for other support staff as necessary and providing cover for teachers as directed by the Head Teacher.
3. Willingness to keep up to date with professional practice and the requirement of the role.
4. To attend staff meetings and undertake training and development activities.
5. To liaise as necessary with parents and carers and with outside agencies, offering support and advice as required.
6. To always maintain confidentiality in respect of school-related matters and to prevent disclosure of confidential or sensitive information.
7. To undertake tasks of a similar nature and level, as directed by the Head Teacher/Line Manager



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PERSON SPECIFICATION

Job Title: Teaching Assistant

Attributes	Essential	Preferred
Education / Qualifications	GCSE English and maths both at grade c or level 4	NVQ Level 3 or equivalent
Experience	<p>Experience of planning and delivering learning activities for group and individual needs.</p> <p>Evidence of working with children and young people who have disabilities/SEND from a range of backgrounds</p> <p>Experience of working in an educational setting or similar</p> <p>Experience of building positive relationships with all stakeholders</p>	<p>Relevant experience</p> <p>Ability to innovatively use resources and materials including ICT</p>
Skills / Knowledge / Aptitude	<p>Understanding and awareness of individual needs and the ability to adjust communication and delivery methods accordingly.</p> <p>Knowledge of and ability to contribute to the planning and development of educational activities.</p> <p>Well-developed communication skills both orally and in writing.</p>	



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	<p>Good organisational and time management skills, with ability to work to/meet deadlines</p> <p>Ability to establish positive relationships with pupils' families and colleagues</p> <p>Ability to take responsibility/initiative and work with autonomy within set boundaries.</p> <p>Ability to adapt and be flexible to changing demands daily.</p> <p>Ability to use ICT to develop learning activities.</p>	
Motivation	<p>Willingness to undertake appropriate professional development.</p> <p>Awareness, understanding and commitment to the pursuit of equality of opportunity and a commitment to inclusive education.</p>	
Physical	<p>Ability to meet the physical needs of pupils</p>	
Other	<p>First Aid trained or be willing to undertake First Aid training</p>	