



# HAYES SCHOOL

## TEACHING ASSISTANT (Literacy) Candidate Pack



# Teaching Assistant (Literacy)

**Required As Soon As Possible**  
**Scale 2 (point 3-4) £24,137- £24,482 (Actual)**  
**36.65 Hours over 39 Weeks (Term Time only)**  
**Working hours 8.00am – 4.00pm Monday to Friday**

We are looking for a versatile, well-organised and hardworking Teaching Assistant to join our team. The main scope of this role is Literacy. You will be responsible for Literacy Interventions, primarily with Key Stage 3 students, working with students individually and in small groups. You will work in conjunction with the SENCo to identify students most in need of support and will plan and deliver appropriate intervention and monitor and track student progress. We use a range of interventions tailored to individual student need, including Catch Up Literacy and on-line resources developed in-house.

Literacy intervention will account for three days of the role; the other two days will be allocated according to the needs of the department and will primarily focus on in-class support of a range of students across the school and in a variety of subjects.

It is **essential** that applicants:

- are enthusiastic and positive about working with a range of students with differing needs and abilities
- have excellent literacy skills
- have good communication skills and the ability to liaise with other associate staff and teachers
- have high expectations and a commitment to excellence
- show initiative and a keenness to help students make demonstrable progress
- have a proven track record of good working relationships and professionalism
- feel confident in working independently with small groups of pupils
- have strong organisational skills and the ability to schedule interventions
- have strong IT skills and are confident in the use of spreadsheets in order to track progress

It is **desirable** that applicants:

- Have experience of working with young people with a range of Special Educational Needs. Previous experience of working with young people with dyslexia may be an advantage.
- Have experience in delivering structured intervention programmes. Previous experience and knowledge of the Catch Up reading intervention and / or Inference training may be an advantage.
- Have experience of working in a secondary school environment.

We would also welcome applications from those considering teaching as a career.

Candidates will be joining an existing team of experienced, committed and very supportive Teaching Assistants

Hayes School is a high achieving, oversubscribed school, which provides excellent education for its students as well as exciting opportunities for professional and career development for staff. The school benefits from its proximity to central London and excellent transport links whilst bordering the beautiful Kent countryside.

***"Pupils enjoy school and achieve highly." (Ofsted)***

***"The curriculum is especially well thought out." (Ofsted)***

***"All who work in the school understand and share these values. This is the Hayes Way" (Ofsted)***

**We can offer:**

- Motivated students with outstanding attitudes to learning
- Outstanding student behaviour
- Excellent facilities for staff, including an on-site fitness suite
- A Staff Wellbeing Forum and Wellbeing Charter with a focus on supporting staff wellbeing
- An excellent induction and support programme for new staff
- An employee Assistance Programme and flu vaccination
- Innovative approaches to Teacher Professional Development
- Opportunities to work with other schools through established partnerships
- A friendly working environment

**Closing Date: Friday 18<sup>th</sup> July (9.00am)**  
**Interviews Date: W/C Monday 21<sup>st</sup> July**

Please send your completed application form and covering letter to [vacancies@hayes.bromley.sch.uk](mailto:vacancies@hayes.bromley.sch.uk). If you require any additional information or have any questions, please contact Karolina Kedziora, HR Officer at [kmk@hayes.bromley.sch.uk](mailto:kmk@hayes.bromley.sch.uk).

*We are committed to equality of opportunity for all our staff. We particularly welcome applicants from ethnic minority backgrounds as they are currently under-represented on our staff body. We recognise the vital contribution that members of a diverse team make to our students' learning. The range of cultural experiences, differing viewpoints and role models this brings is essential in our Trust and we recognise the gap that would be left in our offering without these.*

*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. Therefore, the successful applicant will be subject to Enhanced Disclosure and Barring Service check.*

## WELCOME FROM THE HEAD OF SCHOOL

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Thank you for your interest in joining Hayes School. I hope that this information pack will help you to learn more about the role, our school and our students.

We are an ambitious, outward looking school with high aspirations and expectations of our students and a commitment to lifelong learning, which is shared by students and staff.

Whether you are new to working in schools, or are looking to move to gain experience and develop your career, you will be joining a friendly family of staff who are committed and supportive of each other. You will also benefit from working with wonderful students.

Having joined the school as a Senior Leader, 6 years ago, and working alongside our Executive Headteacher who has been connected to the school for almost 25 years, I can honestly say that this is a school in which you can grow and develop as a teacher, leader and staff member. A significant number of our staff have been here for many years and their own children attend the school as students, which is testament to our saying 'would this be good enough for my own child?'

Should you wish to arrange a visit to the school or to have an informal discussion prior to submitting your application, please do not hesitate to contact the school.

I hope you will feel that Hayes School is a school which is aligned with your personal values and that we can look forward to receiving your application.



Claire Thompson  
Head of School

### ABOUT HAYES SCHOOL

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#### Our School

Hayes School is a high achieving, oversubscribed and well-disciplined 11-18 co-educational school with excellent accommodation and facilities set in very attractive grounds. We provide an outstanding education for our students as well as exciting opportunities for professional and career development for staff. Our 1700 students have a desire to succeed and to learn displaying excellent attitudes and behaviour. Relationships between students and staff are very good and staff enjoy opportunities to lead and participate in a wide range of extra-curricular activities and trips. (There are over 80 clubs and over 100 trips take place every year)

In September 2022, Hayes School was judged Outstanding by Ofsted:

- "It is clear that Hayes School provides all pupils with an exceptional experience."
- "Pupils behave extremely well. They are polite, respectful of others and have excellent professional relationships with their peers and teachers".
- "Leaders and teachers have developed a consistent approach to their work in the classroom".
- "A great deal of emphasis is given to ensuring that teachers are experts in their subjects".
- "Staff were especially positive about the way their wellbeing and workload is considered by leaders".

Attainment and progress are high and above local and national averages. In 2024, students achieved considerable academic success in GCSE, A level, vocational and L1/2 qualifications. 81% of GCSE students achieved at least a Grade 4 in English and Maths, nearly 1 in 4 grades were Grade 7-9 and students made excellent progress across a range of subjects/courses. Our Year 13 students achieved considerable success with 57% and 84% of all grades at A\*-B and A\*-C respectively, and an average grade of B- across both our A Level and vocational courses.

Our Sixth Form of 500 students is heavily oversubscribed and successful. "The Sixth Form curriculum meets the needs of all students and includes a range of academic and vocational qualifications (Ofsted 2022)."

However, Hayes is not complacent. We have a relentless commitment to improvement. We judge everything we do by the standard "would this be good enough for my child?" All staff go the extra mile to provide challenge, support and opportunities for every child.

We are very proud of our school, of the opportunities we provide, and of our role in the community. We strive to build on our success creating an environment where each individual is valued: an environment that fosters acceptance and compassion, vibrant, caring relationships, life-long learning skills and a strong sense of moral purpose.



### **Our Facilities**

Hayes School benefits from a beautiful campus comprising green spaces, trees and a variety of purpose-built teaching blocks. The School offers exceptional educational facilities, which are continually being maintained, extended and developed. We have a recently installed a purpose-built fitness suite for use by students and staff and a new, refurbished staff room.

Partnerships with local sporting clubs, Ealing Trailfinders RFC and Brunel University support our academy programmes and provide students and staff with access to high quality coaching and expertise.

Our arts provision in art, music, dance and drama is outstanding – students excel and benefit from high quality teaching and a wide range of opportunity.

All teachers and students have access to ICT to enhance teaching and learning.

The school benefits from:

- Staff laptops
- Brand new touch screen interactive panels in every classroom
- A significant number of networked computer suites across the school
- Media and photography equipment including digital stills, video cameras, studio and dark room
- Industry standard machinery including laser cutters, 3D printers and CAD/CAM equipment
- State of the art audio-visual equipment to support high quality performances
- A high speed wireless network across the campus
- An on-site Fitness Suite available for staff use

### **Our students**

Our students are a delight to work with. They are kind, caring and supportive of each other. We have “uncompromising aspirations” for all and encourage our young people to aim high and to live our motto “Excellence through Endeavour.” Hayes students want to do well and recognise that they need to work hard to achieve their own personal ambitions. The “Hayes Way” enables all students to demonstrate the behaviours for learning we expect and supports us in sustaining an environment where all are respected and can be safe, happy and successful.

We recognise our responsibility to prepare students for life beyond school and place equal emphasis on the development of skills and attributes as we do success in public examinations. ‘The Hayes Learner’ promotes reflective, creative, communicative, independent and collaborative students and at their heart, we expect our students to be kind, respectful, responsible, tolerant and proud.

We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to participate in school life and to lead our school. There are countless opportunities to volunteer, mentor other students and participate in extra-curricular clubs, activities and educational trips and visits.

### **Our staff**

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. Our newly launched Teacher Professional Growth programme supports teacher professional development within ‘teaching and learning communities’ as we model our commitment to lifelong learning to the students we teach. In this respect, we balance the needs of the school with those of the individual. Teaching and leadership development programmes are delivered in-house and there are

opportunities to mentor and support trainee and early career teachers, or to participate in coaching programmes.

An induction programme, staff buddies and an active staff committee all contribute to helping staff new to the school to find their feet. All staff are willing to share expertise, resources and ideas and are a great source of support.

We are committed to working in partnership with other schools, both within and outside our Trust. We encourage and support further learning and research and there are opportunities for specialist career progression and to work with and support other schools through networks and partnerships.

Staff regularly go the extra mile at Hayes to support students and to give their time to the broad extra-curricular programme, which includes sports, music, drama and a host of trips, exchanges, clubs and other activities.

We are a friendly team of teachers and associate (support) staff and look forward to welcoming you to our school.

### **The Impact Multi Academy Trust**

Hayes School joined with Ravens Wood School in April 2017 to form the Impact Multi Academy Trust.

In September 2022, our trust merged with Langley Park Learning Trust to form a new trust of seven schools (Clare House Primary School, Hawes Down Primary School, Hayes School, Langley Park Primary School, Langley Park School for Boys, Langley Park School for Girls and Ravens Wood School).

It is rare to see two high performing, like-minded trusts come together in the interests of providing better and more sustainable education and care for all of the children in their schools and community, but we believe this is what the Impact Multi Academy Trust is.

Our schools are popular and high performing, serving the same community. They are also driven by a commitment to improving even further to deliver the very best education, care and life chances for all children. We are driven by educational and moral purpose as well as enlightened self-interest. We want all schools within the Trust to retain their identity and compete, but also to collaborate to provide an outstanding educational experience that impacts on the life chances of all students. This is reflected in our Trust vision, mission and values.

There is an African proverb "If you want to travel fast travel alone. If you want to travel far travel together." Together in collaboration, we will build on the strengths of all schools, address those areas that could and should be improved further, and travel both fast and far in the interests of all our students.

Working within a trust provides opportunities for support from a network of teachers and support staff across all our schools.

For more information about the school, please watch our introductory video ([click](#) on image below)



### What do parents say about Hayes School?

"Hayes School produces wonderful young people"

"The school encourages the students to achieve the best they can, to reach their potential."

"My children are comfortable and relaxed at school with great friends. They respect their teachers and enjoy their day. They never complain or moan about school. We are extremely happy with Hayes School."

"I have been so impressed and grateful for the dedication shown by teachers to enable my son to achieve the best that he can."

"Strong leadership and management starts from the top and filters throughout the whole school."

"The school has a family feel about it."

"Hayes is an outstanding school that doesn't rest on its laurels. The school continues to strive to do better."

"The leaders are regularly seen around the school talking to students which I think is great to see."

"I believe you have created a school environment which is what a school should be. Happy, safe, that allows students to be the best they can be and celebrates them for who they are."

"The support my child has received both pastorally and academically has been brilliant. The teaching is fantastic and the good behaviour of students is maintained."

"A huge range of opportunities and leadership activities is offered to children and they receive recognition for this."

"Hayes has built a reputation that is the envy of many other schools. As parents, we are very grateful that our children attend Hayes, as this will stand them in good stead for their futures."

"Hayes as a place is a fantastic community and this school is at the heart of it."

### What do staff say about working at Hayes School?

"Since starting at Hayes, it has been clear that Teaching and Learning is at the very heart of everything at the school. I feel very supported here at Hayes, especially in developing teaching and learning practice."

"Students are incredibly dedicated and hardworking and are always pushing themselves to do their best. Working with students that are proactive, marvellously polite, well-mannered, and with high goals, is a really exceptional experience."

"The organisation and effective set up of whole-school procedures make Hayes School both a fulfilling and straight forward place at which to work."

"When I look back at my time at Hayes so far, it's very rewarding to see how I've progressed professionally. Every year I have been encouraged to, and have taken on responsibilities that I never thought I could do when I began teaching here."

"Academic success is central to the vision and aims of the school, but this is not at the detriment of the absolute commitment to the development of the whole child. The pastoral support, the ACTIVE (PSHE) curriculum and the extra-curricular opportunities are truly outstanding."

"Staff are highly motivated, committed to excellence and are always willing to support each other."

"Hayes is a true community school, which everyone is proud to be part of. I feel very much a valued member of a vibrant team working here."

"Hayes School is the kind of school you wished you could have attended as a child. The possibilities and opportunities are endless!"



### THE SEND DEPARTMENT

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At Hayes we have high aspirations for all of our students. The SEN department seeks to remove barriers to learning in order to raise the achievement of pupils who have special educational needs. The purpose of the department is to help pupils to become confident, independent learners who can cope with school life, the curriculum, and who achieve their full potential.

We have a team of Teaching Assistants who support students both in the classroom and beyond, including running a number of break, lunch and extra-curricular clubs. The department is proactive in working to aid teachers in using effective Quality First Teaching strategies to support students. We also work collaboratively with parents and carers.

Children have a **special educational need** if they:

- Have a learning difficulty that calls for special educational provision to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age

The SEN Code of Practice states that needs fall within the following broad range areas:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical
- Social, Emotional and Mental Health

## JOB DESCRIPTION/PERSON SPECIFICATION

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### Specific Tasks and Responsibilities

- To work with SEN leaders to identify students in need of literacy intervention
- To plan and timetable literacy interventions across Key Stage 3.
- To support the delivery of intervention programmes as agreed with the SENCO.
- To be committed to the value of using evidence based interventions and good practice in working with students who experience barriers to learning.
- To complete and maintain records of intervention and student progress, reporting to the SENCO.
- To respond positively to the particular needs of individual students, demonstrating a well-informed “can-do” approach to support students in accessing the taught curriculum and the wider school curriculum
- To contribute to maintaining a positive and forward-thinking team ethos.
- To work in class and beyond to support the learning and progress of a range of students with additional needs.
- To liaise with the SENCO and other relevant members of staff.
- To support teachers in developing Quality First Teaching strategies for students who have special educational needs.
- To give reasonable practical assistance as required by individual students to ensure they are able to access learning and extra-curricular opportunities in the school.
- To contribute to the wider curriculum for students who have special educational needs such as lunch club and break club.
- To support, where appropriate, students in aspects of personal care such as toileting, in line with good practice and training.
- To identify areas of difficulty or potential difficulty and inform the SENCO as appropriate.

### Other Duties

- To recognise and respect issues of confidentiality both in terms of students and colleagues.
- To act as a motivator and role model for SEND students.
- To participate in staff training which is relevant to the job.
- Where asked, to write reports for the Annual Reviews of students.
- To undertake any requests deemed reasonable in meeting the needs of the students with SEN.
- To take time to read notices, emails, keep to deadlines and carry out duties to the best of your ability.

*The above is not an exhaustive list of responsibilities and duties and the post holder will be expected to carry out other duties as requested by the SENCO and Senior Leadership Team. All duties are subject to periodic review and job descriptions can change according to the needs of the School.*

*All colleagues appointed at Hayes School will be expected to demonstrate a wholehearted commitment to the development of support for the student and a willingness to assist in preparing for, and adapting to, the changing needs of the School.*

## SELECTION CRITERIA

Qualifications & Training	
Level 2+ qualification in English and Maths	<b>Essential</b>
High level of literacy and numeracy skills	<b>Essential</b>
A good standard of secondary education to enable you to support students effectively across the academic curriculum to GCSE	<b>Essential</b>
Skills, Knowledge and Aptitude	
An understanding of the challenges that students face as a result of their barriers to learning and a belief that everyone can benefit from and has entitlement to high quality educational opportunities.	<b>Essential</b>
A flexible approach and a 'can do' attitude to working as part of a team	<b>Essential</b>
A willingness to take on new challenge and responsibilities	<b>Essential</b>
Commitment to own Continuing Professional Development (CPD)	<b>Essential</b>
Experience of supporting students with special educational needs within a secondary school environment	<b>Desirable</b>
Knowledge and experience of different areas of SEND	<b>Desirable</b>
Experience of supporting the mental health and wellbeing of children/young people	<b>Desirable</b>
Experience of preparing differentiated resources	<b>Desirable</b>
Able to communicate effectively with parents and carers and other stakeholders	<b>Essential</b>
Personal Attributes	
Professional in manner, actions and appearance	<b>Essential</b>
Be passionate about young people and their education	<b>Essential</b>
Show evidence of being able to build and sustain effective working relationships with a range of people	<b>Essential</b>
Have an excellent punctuality and attendance record	<b>Essential</b>
Energy and enthusiasm	<b>Essential</b>
Resilient	<b>Essential</b>
Flexibility and adaptability	<b>Essential</b>
Positive attitude to work	<b>Essential</b>
Sense of humour	<b>Essential</b>
Special Requirements of the Role	
Show a commitment to safeguarding and promoting the welfare of children and young people	<b>Essential</b>
Ability to keep confidentiality	<b>Essential</b>

### Application Procedure

- 1) Carefully read all the information about this post.
- 2) Complete the application form as fully as possible. You must use the school application form. If there is insufficient room on any section of the form, please provide the additional information on a separate sheet.
- 3) In section 'details in support of your application' please tell us:
  - a) Why you are applying for this post.
  - b) How your experience, skills, training and/or qualifications equip you for this position and specifically how you meet the person specification and requirements of the job description.

Early applications are encouraged and we reserve the right to close the vacancy early if a suitable candidate is found.

### Appointment Process

- 1) Suitable applicants will be shortlisted for an interview.
- 2) If successful, you will receive either an email or phone call inviting you to attend an interview. It is therefore important that you give us a daytime telephone number and email address.
- 3) Candidates called to an interview will:
  - a) Be given a tour of the school.
  - b) Have an opportunity to meet with members of the department.
  - c) Be expected to teach a lesson to students that will be observed by one or more members of the staff and usually include the Head of Department and/or Assistant Principal. Details of the lessons to be taught will be given in advance.
  - d) Have a formal interview with the Head of Department and a member of the Senior Leadership Team.

### Pre-Employment Checks

The successful applicant will be required to:

- 1) Provide details of two referees who know you in a professional capacity, one of whom must be your current or more recent employer, Headteacher or mentor at your placement if you are still training. It is our usual policy to take up references before interview where possible. Employment is conditional on these references being deemed satisfactory.
- 2) Provide proof of all relevant qualifications (GCSEs and A levels or equivalent), degree and teaching qualifications.
- 3) Provide proof of eligibility to work in the UK.
- 4) Undertake an Enhanced Disclosure and Barring Service check, and receive clearance. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered 'spent'.
- 5) Complete a Health Declaration form and New Starter Health Assessment Questionnaire with our occupational health provider, Health Assured.

### **Conditions of Service**

Employment is subject to a number of pre-employment checking procedures – these are given above.

This post is also subject to the School Teacher's Pay and Conditions Document and the Condition of Service for School Teachers in England and Wales known as the Burgundy Book. The professional standards for teachers will also apply.

The job description may not be necessarily be a comprehensive definition of the post and may be subject to modification or amendment at any time after consultation with the post holder.

### **Policy on Equal Opportunities**

The School is an Equal Opportunities employer and appointments are based on the applicant's ability to meet the requirements of the position.

The School is opposed to any form of discrimination against any individual or group and welcomes the fact that our School includes a diversity of individuals from many races and cultures. Behaviour which is discriminatory on the grounds of race, colour, culture, nationality, gender, sexual orientation, disability, religion will not be tolerated.

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