



# Graduate Teaching Assistant Prep School

## Job Description

Monkton is seeking to appoint several energetic and dedicated Graduate Teaching Assistants for the forthcoming academic year, starting in late August 2019 on a 12 month fixed term contract. Monkton Prep School is located in the beautiful Midford valley within walking distance of Bath. This is a residential post.

This position provides an excellent opportunity to gain experience of working with young people in a supportive Christian ethos school environment, and would especially suit those who are considering a future career in teaching or working with children. The position offers the opportunity to experience all aspects of boarding school life, and the daily routine of a busy school within the classroom, on the sports field and throughout the co-curricular activities which take place on site.

We are looking for applicants with a wide range of skills and interests, and are particularly interested in those who can offer experience in sports coaching, and those who can demonstrate a particular passion, perhaps photography or ICT, music or creative writing, and are keen to share with the children.

A successful candidate will become an important member of our pastoral and academic staff team, working with them to provide our pupils with the best educational experience. In addition, they will undertake pastoral duties in support of House Parents.

This is a full time position, and successful candidates will be expected to work full school hours including Saturday morning school with additional boarding responsibilities during evenings and weekends during term time on a rota basis. They will receive half a day off per week and free weekend time on a rota basis, and a salary of £11,500 per annum with free school accommodation and board.

**Please note** Monkton Combe School is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and Disclosure and Barring Service.





## **Monkton Combe School Overview**

Monkton Combe School, just a mile from the World Heritage City of Bath, is an independent co-educational boarding and day school for pupils aged 2-18. We pride ourselves on our lively Christian ethos, excellent exam results and our strong pastoral care. At Monkton, we are setting standards for life; giving young people the qualities of character they need.

The Senior School (current pupil numbers are around 380) admits children from age 13 through to 18; the Prep School admits children from age 7 to 13 and the Pre-Prep has classes in Kindergarten (3 – 4), Reception (4 – 5) and Years 1 and 2 (5 – 7). The Nursery, set within the Prep School grounds, provides pre-school care (ages 2 – 3). The Senior School and Prep School have a strong boarding tradition; however, day pupils comprise one third of the intake of the Senior School and are in the majority in the Prep School. Since 1992 when it merged with Clarendon School for Girls the school has been co-educational with three boys' boarding houses and three girls' boarding houses, all in the school's immediate environs.

**Our Vision:** Monkton inspires young people to become confident, kind and ambitious adults who live fulfilling lives.

**Our Mission:** Monkton thinks differently. We start with a proactive pastoral environment to develop academically strong enthusiastic learners within a living Christian ethos.

**Our Values:** Confidence, Integrity, Humility, Service



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**Post:** Graduate Teaching Assistant – Fixed Term Contract (August 2019 – August 2020)

**Relationships:** The post holder is directly responsible to the Deputy Head and with daily responsibility to the House Parents

**Fundamental Task:** Graduate Teaching Assistants are considered vital members of the Pastoral and Academic teams at Monkton. You will be expected to support teaching staff within the classroom environment, to support and supervise sports lessons and activities, to supervise various activities during the school day, to run after school clubs, to carry out lunchtime and break time supervisory duties, and to help care for boarders after the academic day has finished, and during weekends.

### Specific Duties:

1. To provide extra help and support under the guidance of qualified teachers, both in the classroom and on the sports field including Saturday school and matches. The main sports at the Prep School are hockey (all students play), rugby, cricket, tennis and netball.
2. To become involved in the many extra-curricular activities which take place at Monkton; to offer a lunchtime or afterschool activity, to help with an activity you are interested in, or to learn new skills which you, in turn, can impart to the children.
3. To provide cover for other members of staff when they are absent.
4. To embrace all aspects of school life and to expect a different schedule of responsibilities on a regular basis; there are additional duties such as invigilating exams, helping with school productions, coordinating parental news through social media, etc. which are too numerous to list here.
5. To entertain, supervise and care for boarding pupils, as a member of the boarding staff team, based on a weekly rota of evening and weekend duties.
6. To help supervise external school trips including weekend trips with boarding pupils

**Note:** The post holder may be reasonably required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the character of the duties or the level of the responsibility entailed.



**Graduate Teaching Assistant  
Prep School  
Person Specification**

		<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	Degree Qualification or equivalent	√	
	Hold a recognised Coaching Qualification		√
	First Aid Training		√
<b>Experience</b>	Ability to coach a variety of sports		√
	Previous experience of working with children in a paid or voluntary capacity		√
<b>Knowledge And Understanding</b>	An interest in children’s learning and development	√	
	Good sports ability and technical knowledge	√	
	The flexibility and ability to coach pupils aged 11 – 18 of varying abilities.	√	
	Mindful of the need to behave appropriately and professionally at all time with pupils, their parents and peers.	√	
	Knowledge of issues relevant to education and child development		√
	Equal Opportunities, Health and Safety, SEN and Child Protection		√
	Basic knowledge of needs of children	√	
<b>Skills</b>	Attention to detail and excellent organizational skills	√	
	Able to communicate well and establish firm and consistent boundaries	√	
	Able to keep clear records	√	



	Willingness to adapt to sudden changes in schedules and tasks	√	
	Able to demonstrate accomplishment in, or passion for a language, subject or skill which can be shared with children		√
<b>Personal Attributes</b>	Motivated and enthusiastic	√	
	Able to work as part of a team and flexible in their approach to workload and tasks	√	
	Honest and trustworthy	√	
	An understanding of the School's Christian ethos	√	
	Understand and engage with the School's Vision, Mission and Values through their everyday activities	√	



## **Child Protection (Safeguarding) and Staff Code of Conduct and Behaviour Policy, including EYFS**

Monkton takes safeguarding very seriously. To this end, all appointments are made subject to satisfactory DBS clearance. The interview will include questions about safeguarding children. Monkton's Child Protection (Safeguarding) Policy includes the following information:

The framework provided is an ordered, purposeful, happy and caring community. Pupils are encouraged to develop moral discernment. High standards of behaviour are expected and young people are asked to treat others with courtesy and respect. The School sets out to create a secure basis for living in community and to achieve a balance between thoughtfulness towards others and freedom for the individual to develop his or her own personality. Good pastoral care is central to the life of the School, through the Principal/Heads, Houseparents, Tutors, the Chaplain, the Medical Centre Sister and other members of staff.

### **Specific Objectives**

1. To foster pupils' educational development through all areas of the curriculum so that their self-esteem is raised, enabling them to acquire skills, attitudes and coping strategies which will help them to make reasoned decisions based upon sound judgement and valid information.
2. To provide a variety of opportunities for discussion with their peers and teachers in which the ground rules of confidentiality, tolerance and trust are observed.
3. To teach problem-solving techniques, assertiveness skills and respect for themselves and for other people. To encourage them to be responsible members of the school community, who will develop into caring adults with regard to their families and to society.
4. To maintain links with parents and representatives of outside agencies.
5. To view seriously any instances of bullying and to deal with them effectively.
6. To ensure that all members of the school staff understand Child Protection procedures and are alert to signs of potential or actual abuse in the categories of physical injury, neglect, emotional or sexual abuse.
7. To have in place effective reporting and action procedures, as required by the Children Act 1989 (Pupil > Member of Staff > Designated Teacher > Principal/Head > School Medical Officer (where appropriate) > Social Services). These are set out in more detail in the policy 'Child Abuse/Protection' in this section of the Staff Handbook.

The full Child Protection document can be found [here](#)  
If you are unable to access the internet, please request a hard copy.



## **Equal Opportunities Policy, including EYFS**

The Equal Opportunities Policy Statement and Policy Statement on Harassment at Work are designed to implement the commitment of the School to Equal Opportunities. It is the responsibility of every employee to ensure his or her own conduct conforms to the expected standards and reflects these Policy Statements.

The aim of the Policies is to encourage harmony and mutual respect between individuals in order to promote good working practices with a view to maximising performance.

If these Policies are not implemented, then valuable talent and potential are wasted. Moreover, when unfair discrimination, harassment, bullying or victimisation take place they bring about a climate of fear, insecurity and poor work performance. As well as being unlawful, this affects morale. The School aims to comply with all relevant UK and European legislation.

Monkton Combe School has been registered as a school with a religious character by the DfES. As such the School is able to advertise for and appoint teaching staff who have specific Evangelical Christian faith that is central to the ethos and tradition of the School. In specific circumstances this authority enables positive discrimination in favour of Evangelical Christians.

It is vital that every employee understands his or her responsibilities. Equal Opportunities are taken very seriously by the School and wilful failure to apply the Policies or evidence of discrimination, harassment, bullying or victimisation will result in disciplinary action which may include dismissal.

### **The Equal Opportunities Policy Statement**

1. The School values the individual contribution of people irrespective of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin. The School is committed to ensuring that no applicant for employment or member of staff is disadvantaged by conditions or requirements which cannot be shown to be justifiable. This applies in particular but not only in relation to recruitment and selection, promotion, transfer and training opportunities, benefits, terms and conditions of employment, grievance and disciplinary procedures, termination of employment including redundancies, and conduct at work.
2. All employees should be treated equally with dignity and respect. The School will use its best endeavours to provide a working environment free from unlawful discrimination, harassment or victimisation on the grounds of sex, age, marital or civil partnership status, disability, sexual orientation, gender reassignment, race, colour, religion or belief, ethnic or national origin, pregnancy or maternity.
3. The School recognises its legal obligations, including those under the Race Relations Act, Sex Discrimination Act, The Equal Pay Act, the Equality Act and the Part Time Workers legislation.



4. The School is designated as a School with a religious character by the DfES. This may be taken into account when recruiting staff when appropriate to do so. Notwithstanding this, the School undertakes to review periodically its selection criteria and procedures to maintain a system where individuals are selected, promoted and treated on the basis of their merits and abilities.
5. The principles of non-discrimination and equality of opportunity also apply to the way in which staff must treat visitors, pupils, parents, suppliers and former members of staff.
6. The School will not tolerate acts which breach this Policy and all instances of such behaviour or alleged behaviour will be taken seriously, fully investigated and will be subject to disciplinary procedures if found to be discriminatory. The School further seeks to give all employees equal opportunity and encouragement to progress within the School.
7. The School promotes tolerance of each other and respect for each other's position within the School community, and provides positive images and role models, whilst seeking to avoid prejudices and raise awareness of related issues.
8. If an existing employee becomes disabled the School will make every effort to retain him or her within the workforce whenever reasonable and practicable with reasonable adjustments to assist in overcoming or minimising the difficulties. This may need to be in conjunction with a medical advisor.
9. Whenever reasonably practicable to do so, the School will install in existing premises facilities for people with disabilities. Whenever the School invests capital in new or refurbished premises, every practicable effort will be made to provide for the needs of staff and pupils with disabilities.
10. The School undertakes to distribute and publicise this Policy Statement to all employees and elsewhere as from time to time appropriate.
11. Any employee who believes that he or she may have been subjected to treatment which breaches this Policy may raise the matter through the grievance procedure.

#### **Policy Statement on Harassment at Work**

1. The School believes that the dignity of every person must be respected. Harassment of colleagues or pupils is unlawful and unacceptable and will be regarded as a disciplinary offence, which in serious cases, may be classed as gross misconduct, resulting in instant dismissal. The highest standards of conduct are required of everyone, regardless of seniority.
2. The School recognises that harassment may take many forms. It may be directed towards persons of either sex. It may relate to a person's ethnic origin, religion, age, sex, sexual orientation, physical or mental attributes or some other personal characteristic.





3. Harassment may involve action or inaction, behaviour, exclusion, comment or physical contact that the recipient finds objectionable or offensive. It may result in the recipient feeling threatened, humiliated, intimidated, patronised, demoralised or less confident in their ability. Condoning such conduct may be harassment in itself. The test of harassment is, at least in part, subjective.
4. Examples of unacceptable conduct include:-
  - verbal abuse, or insulting behaviour
  - sexist or racist jokes, jokes about an individual's sexual orientation or jokes about an individual's physical or mental attributes
  - the display or circulation of sexually suggestive or racially abusive material
  - bullying, coercive, intimidating or threatening behaviour
  - the ridicule or exclusion of an individual for cultural or religious differences, on the grounds of sex or sexual orientation or on the grounds of disability or other protected characteristic
  - persistent teasing or constant unfounded criticism of the performance of work tasks
  - unsolicited or unwelcome sexual advances, including touching, staring or commenting
  - comments of a sexual nature about a person's appearance or dress
  - bribery or attempted bribery.
5. An allegation of harassment must not be made lightly. If it is found that an allegation of harassment has been made without foundation and maliciously, then this will also be regarded as a disciplinary offence and in serious cases may be regarded as gross misconduct leading to instant dismissal.
6. All complaints of harassment should be made to the appropriate manager unless the complaint is regarding this person, in which case the complaint should be to that person's superior. Reference should be made to the Grievance procedure in the Personnel and Payroll Policies.

### **Statement to Prospective Parents**

We do not discriminate in any way regarding entry and the School does not treat disabled or prospective pupils less favourably for any reason related to their disabilities than it treats those to whom that disability does not apply. We welcome pupils with physical disabilities provided that our site can cope with them. However, the Senior School in particular is situated on a steep hill and whilst every effort has been made to make it as accessible as possible for wheelchair users, there are some areas where this is not feasible due to the topography. The School will always consider reasonable adjustments to admission arrangements to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. We welcome pupils with special educational needs, providing that our Learning Support Department can offer them the support that they require. However, we advise parents of children with special education needs or physical disabilities to discuss their child's requirements with the Principal/Head before he or she sits the entrance exam so that we can ensure that we can make adequate provision for him/her. Parents should provide a copy of an Educational Psychologist's report or a medical report to support their request, for example for extra time or other special arrangements.

See also Special Educational Needs policy for policy relating to pupils.