

BOSTON HIGH SCHOOL



APPLICANT INFORMATION PACK
SEND 1:1 TEACHING ASSISTANT



WELCOME FROM THE HEADTEACHER



Dear Applicant,

Firstly, thank you for your interest in the position of SEND 1:1 Teaching Assistant at Boston High School.

This role is an exciting opportunity for you to join our highly effective and established SEND department, working with a range of SEN students across the school.

At Boston High School our mission statement is **LEADING, LEARNING, TOGETHER**:

- **Leading**, as individuals, by example and as a community
- Achieving our **Learning** ambitions and potential
- Most importantly, supporting one another **Together** at school and beyond.

Founded in January 1921, Boston High School has a proud legacy of excellence, relocating to our current location on Spilsby Road in 1938. As a highly sought-after and oversubscribed Selective Academy for girls aged 11-16, and home to a vibrant mixed comprehensive Sixth Form for students aged 16-19, we are dedicated to fostering a dynamic and inclusive learning environment.

If you would like to discuss details of this post further or arrange a visit to our school, please email jobs@bostonhighschool.co.uk

For further information regarding Boston High School can be found at: www.bostonhighschool.co.uk

Should you decide to apply for this post, I look forward to receiving your application and I wish you well with the process.

Kindest regards,

Mr A Fulbrook
Headteacher

ABOUT US

At the heart of our school lies a commitment to core values, embodied in our CODE, which emphasises aspiration, fairness, equality, the rule of law, respect, tolerance, justice, care, and courtesy.

These principles guide everything we do, helping our students thrive both academically and personally.

Commitment | Opportunity | Discipline | Excellence:

COMMITMENT; towards our school, ambitions, achievement, progress, development, learning, safety. Also, commitment to each other, to our duties, and our broader commitment to local, national and global needs.

OPPORTUNITY; a determination to take advantage of opportunities in life; to be the best we can be.

DISCIPLINE; a recognition that a disciplined and focused attitude is essential in order to achieve our best and to give of our best.

EXCELLENCE; a determination to achieve to our highest possible standards and contribute fully to society.

We are dedicated to supporting our staff through our Wellbeing and Workload Charter, along with significant investment in continuous professional development (CPD) at every stage of their career. Our robust Professional Pathways structure offers tailored support, including comprehensive guidance for Early Career Teachers (ECTs), National Professional Qualifications (NPQs), and preparation for future leadership roles. This commitment ensures that every team member is empowered to grow, succeed, and embrace their next professional challenge with confidence.

Our most recent Ofsted inspection in July 2024 resulted in a **GOOD** rating, affirming the strength of our school community and our commitment to excellence.

To see our school's Ofsted reports please click here.

We are proud to share some of the standout highlights from this glowing report, which showcases the dedication, passion, and high standards and expectations that define Boston High School:

“

*The school has an inclusive and welcoming ethos...
Pupils say that they feel safe in this popular school.*

Pupils behave and attend well. They are friendly and polite.

Pupils with special educational needs and/or disabilities (SEND) are well supported. They benefit from the close support of adults and dedicated learning spaces, such as the 'hub' and 'snug', which strongly promote inclusion in the main school and into the sixth form.

The school has developed an ambitious and inclusive curriculum for all pupils. It offers a broad range of academic subjects that meet the interests and aspirations of pupils...

The school promotes pupils' personal development well. A well-thought-out enrichment course is complemented by a range of extra-curricular activities and visits.

Staff feel well cared for and are highly supportive of the school... Morale is positive.

INFORMATION ABOUT OUR SCHOOL PRIORITIES

Boston High School mission statement:
LEADING LEARNING TOGETHER



We believe in our students and in their generation; we pledge to do all that we can to help them to achieve high standards / outcomes and live fulfilled, safe, happy, and productive lives in their communities as valued citizens.

We will recognise and prioritise the safety, well-being and development of our whole community and ensure students and staff are cared for, supported, and are kept safe – physically and emotionally.

Leaders will continue to ensure that we maintain a clear and ambitious vision for providing high-quality education to all pupils and that is seen through strong, shared values, policies actions and outcomes.

Our culture of safeguarding is paramount to all at BHS. Our culture, policy and practice must identify those at risk or who need help; we must help reduce the risks through support, referral in a timely manner and manage safe recruitment, training, awareness, and any allegations to avoid risk and Keep Children Safe in Education.

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs.
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.

- Our whole community culture should be based upon the principles of aspiration, excellence, fairness, respect, tolerance, justice, care, courtesy, compassion; underpinned by ensuring we maintain our non-negotiable professional standards built upon integrity and trust.
- Standards of behaviour and discipline are high; we are firm but fair in application. Maintaining a positive learning environment.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community; school information informs practice; improves outcomes.
- We aspire for our learners to develop the capacity to become highly capable, independent, caring, considerate and responsible people to make a positive contribution to our society and our environment in the service of others.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact.

Behaviour & Personal Development mission statement:
Commitment, Opportunity, Discipline, Excellence

COMMITMENT: Every student is committed.

- Exhibits a thirst for learning and knowledge, demonstrating perseverance.
- Takes responsibility for own learning and behaviour, committed to our school values.
- Has high expectations for self in all areas of school including classwork, homework, attendance, and wears our school uniform correctly, taking pride in appearance.
- Always acts safely, looking after self and others.

OPPORTUNITY: Every student grasps opportunities.

- Attends school, arrives on time, and is prepared for the day ahead, ready to learn.
- Takes advantage of opportunities that are presented and actively seeks opportunities.
- Is working towards a personal goal and aspirations.
- Embraces the chance to learn from others.

DISCIPLINE: Every student considers themselves and others.

- Takes ownership of own behaviour and understands the consequences.
- Treats others the way they want to be treated.
- Accepting of other's views and beliefs, considering our British Values.
- Respects the school community and school environment, demonstrating respect for our school values, standards, and expectations.

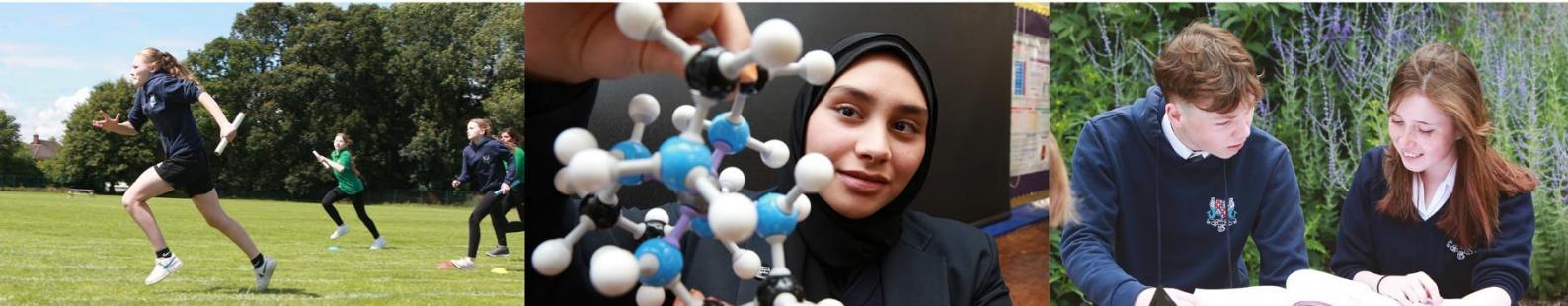
EXCELLENCE: Every student is ambitious.

- Embraces change and challenge.
- Actively learns from mistakes.
- Applies a positive mindset.
- Is adaptable; looks to solve problems and thinks creatively.

Staff: Curriculum mission statement: **Love of Learning, Opportunity, Resilience, Respect**

Our Curriculum Intent, Implementation and Impact are rooted in the desire to instil a Love of Learning, create lifelong Opportunities, instil a sense of Respect, and develop our learners' Resilience; we define this as our LLORR curriculum mission statement:

- We seek to continually develop as teachers and as a school; reviewing and developing delivery, teaching methodologies and pedagogy to ensure our curriculum delivery meets needs – we are a learning community for all (inc. staff CPD).
- We seek to ensure that all learners can excel, succeed, and achieve beyond potential and fulfil their ambitions.
- Our whole curriculum culture is built upon the principles of aspiration, excellence and fairness.
- Our learners are individuals, and we respect their needs. Furthermore, we expect all to respect the needs of others in our learning community.
- We are ambitious for our learners; we expect all to work hard, to accept the challenge, to delight in the accumulation of knowledge and to find enrichment, reward, and enjoyment in their learning.
- We are determined to build upon the principles of reflective practice, evaluation, and quality assurance to strive to be an improving Teaching & Learning community.
- We aspire for our learners to be adaptable, resilient, and confident people who embrace, and grasp opportunities presented by change; to make a positive impact at Boston High School and beyond.
- We do all that we can to ensure curriculum choices are made to best serve our students and prepare them for the next steps on their educational / lifelong learning journey.





SEND 1:1 TEACHING ASSISTANT

SALARY	G3 £24,027 - £25,183 (pro rata £17,695 - £18,546)
JOB DETAILS	8.30 a.m. to 3.30 p.m. – 32.5 hours per week
REQUIRED FOR	September 2025
APPLICATIONS CLOSE	18th August 2025 (midnight)
INTERVIEW DATE	20th August 2025

IMPORTANT INFORMATION

We are seeking to appoint an empathetic, enthusiastic and self-motivated Teaching Assistant to join the SEND department working with a range of students with EHCPs. This is a temporary position with an expectation of becoming long term.

The candidate may have experience of supporting pupils in either a primary or secondary school setting; however our team come from a wide range of backgrounds, so we welcome applications from applicants with previous experience as well as those who are looking to make their first steps into an education role. Experience of working with ADHD and Autism would be advantageous (training can be provided if necessary).

SEND 1:1 TEACHING ASSISTANT

JOB DESCRIPTION



Job Title: SEN 1:1 Teaching Assistant

Reports to: SENDCO

Purpose of job:

- To work with a pupil having special needs in accordance with the pupil's Education Health Care plan and as directed by the SENCO.

Main Responsibilities:

- Act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
- Be familiar with all relevant Education Health Care Plans of special educational needs specific to the pupil.
- Work with the identified pupil before school, during lessons and breaks to promote development and learning (physical, emotional, educational, social). Foster self-esteem and independence. To identify and overcome barriers to learning.
- To communicate and liaise with outside agencies.
- To adapt and source resources to enable access to lessons fully.
- Be a practical assistant to the student in lessons.
- Facilitate an emotional based programme of support.
- Liaise with SENCO / First Aider regarding any medical or other health issues.
- Liaise with parents regularly regarding school issues.
- Keep records as required by the school

Creativity and Innovation:

- Required to follow policies and procedures but may need to be creative when making suggestions to resolve a pupil centered problem in terms of accessibility.

Contacts and Relationships within school:

- Direct contact with pupil and parents, other employees at the school and in particular the SENCO, subject teachers and Head of Key Stage.
- Liaise with other professionals on behalf of the school.

Decisions:

- Discretion
The postholder must act in accordance with school policies and procedures and relevant legislation, particularly in relation to child protection and behaviour management.
- Consequences
Impact on service to a child or group of children within the school, errors should be easily identified and resolved.

Available Resources:

- Personal possessions of others

Knowledge and Skills (to be fully successful in post):

The role requires the following base skills:

- Formal qualifications are not essential for this role, however, the postholder should have the ability to communicate effectively with students and adults, be able to empathise with students and work as part of a team.
- Desirable for the postholder to have GCSE or equivalent in Maths and English or equivalent level of competency.
- Confident communication skills to liaise with professional agencies.

Work Environment:

- Work Demands
Work and pressures will be dictated largely by the pupil and the level of assistance required on any one day and according to subject demands.
- Physical Demands
Carrying of equipment if required by the pupil.
- Working Conditions
School based.
- Work Context
In and around the school environment and on any school visits.

Other duties:

- Additional duties that are appropriate to the role may be asked upon by the SENDCO.

PERSON SPECIFICATION

EXPERIENCE AND PROFESSIONAL ATTRIBUTES	ESSENTIAL	DESIRABLE
Excellent communication and interpersonal skills	✓	
Motivates staff and student, and sets an example of high standards	✓	
Evidence of continued professional development		✓
SKILLS AND BEHAVIOURS	ESSENTIAL	DESIRABLE
Works well in a team	✓	
Confident user of IT	✓	
Ensures a safe learning environment	✓	
Secures high standards of behaviour in the classroom	✓	
Takes an active approach to self-development		✓
SAFEGUARDING	ESSENTIAL	DESIRABLE
Is pro-active in reporting safeguarding issues and concerns to relevant persons, in accordance to school policy	✓	
Promotes welfare of students	✓	

APPOINTMENT PROCESS

HOW TO APPLY

Application Forms can be found on our school website www.bostonhighschool.co.uk.

Completed forms can be submitted to jobs@bostonhighschool.co.uk.

This school is committed to safeguarding and promoting the welfare of children, consequently an enhanced Disclosure and Barring Service Check (DBS) will be required. All pre-employment checks undertaken are in line with "Keeping Children Safe in Education".

