



Appointment of

## Teaching and Learning Assistant



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**Ashcroft**  
Technology  
Academy

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# Learning Support Department

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At Ashcroft Technology Academy the Learning Support Department aims to ensure that every student has access to a full National Curriculum, differentiated to meet individual needs. It aims to promote inclusion, in line with the 'Every Child Matters' agenda.

## About the Department

All the support staff are well-trained, offering specialist Special Educational Needs (SEN) knowledge. The support teachers also offer specialist curriculum knowledge.

The department aims to offer support to students who are on the SEN file at School Action. Students may be listed on the Main SEN File as School Action, School Action Plus or as having a Statement of Special Educational Needs. Students may also be on the SEN Monitoring List if they experience some difficulties of which teaching staff should be aware.

Support offered is flexible: it can be in the classroom, one to one/group tuition, Homework Club and Literacy sessions. The Department also offers a Paired Reading Programme for Year 7 and 8 students who are weak readers.

## Facilities

The department works from one office, the SEN base. There is also a small teaching room with access to:

- ❖ Networked computers
- ❖ A large variety of reading books
- ❖ Text books
- ❖ Computer aided learning
- ❖ Specific support programmes
- ❖ Information books and files

The Academy is fully accessible with ramps, lifts, hoists and lowered working areas for students with physical disabilities.

## Methods of Support

Initial base line testing: all Year 7 students are tested for reading and spelling levels. The results determine the level of action required.

In-class support: generally offered for Statemented students. Often, other students in the class will also benefit from this additional in-class support.

One-to-one tuition/workshops: focus on specific skills for individual learners.

Differentiation: adaptation of existing resources, or design of new resources, to enable a student to access the full curriculum.

Special exam arrangements: may be made in accordance with JCQC regulations and guidelines. These may include extra time, use of reader/scribe or word processor in GCSE, AS and A level exams.

Computer Aided Learning: a number of programmes can be used on the computer, addressing literacy, numeracy and basic skills. This includes the Unit of Sound spelling programme, supported by the Dyslexia Institute.

Homework Club: 3.20-4.20pm Tuesdays, Wednesdays and Thursdays for Key Stage 3 students.

**We are particularly looking for someone who can teach reading to students with low literacy levels in KS3. The ability to teach numeracy would also be an advantage.**

## ASC Department



The purpose of ARC is to allow students with a diagnosis of Autism or Asperger's to access an education within a mainstream Academy. It offers both academic and pastoral support to achieve this and has an excellent record in the GCSE grades achieved by students so far. It also provides staff expertise to meet some very specific, individual needs and provides a safe place that students are able to return to, if they become anxious. It also provides a centre of expertise within the Academy to enable all staff to develop their understanding of ASC. The ARC is made up of a two teachers, one of whom is the Lead teacher, and a number of TAs.



Students are expected to eventually spend 80% of their time in mainstream lessons. ARC staff support students to:

access the curriculum of the mainstream.

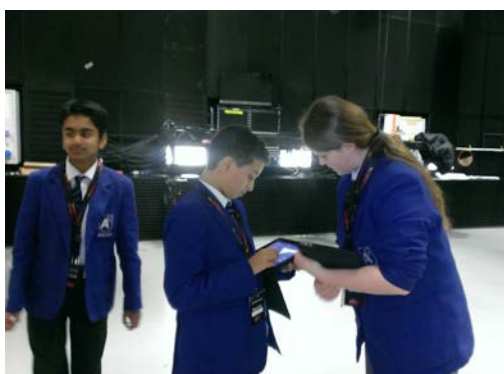
meet specific and individual needs.

provide a centre of expertise within the academy to enable all staff to develop their understanding of ASC.

The capacity of ARC is 20 students: 4 in each year group.

The accommodation provided is intended to:

- avoid sensory overload
- minimise distractions
- provide opportunities to develop "special interests"
- Structure social interactions so that they are manageable for ASC students.
- provide outside space for alternative PE sessions/ downtime.



# SEN TLA Job Description

**Responsible to:** SENCO/Deputy Head for Inclusion

**Responsible for:** Supporting students with additional learning needs and SEND

**Purpose of job:** to work as part of a large team, supporting students with additional learning needs and SEND

## Main Tasks and Responsibilities

1 In common with other staff:

To support the Academy's mission, vision and strategic objectives;

To implement the Academy's equal opportunities policies and to work actively to overcome discriminations on grounds of race, sex, disability, sexuality, age or status in the Academy's services;

To participate in staff development;

To implement the Academy's health and safety policies and practices;

To contribute to the Academy's commitment to continuous improvement as identified in the Academy's charter and quality assurance systems;

To participate in Academy-wide projects and tasks.

## Responsibilities particular to the post

2 The successful candidate will be required to facilitate learning in a number of ways, which may include:

Supporting students in classroom and workshop environments and to undertake reading, scribing, ICT support and the differentiation of learning materials as appropriate to individual student need;

Supporting students with additional learning needs to meet the targets set out in their SEND Profiles and to track and monitor learner progress;

Escorting students who are required to undertake Academy based tasks 'off site' so they may be supported in their activities;

Supporting students during break times and lunchtimes;

Supporting students with care needs as appropriate;

Participating as a member of the SEND Team and working with the curriculum team in the planning and delivery of support;

Liaising with outside agencies, support services and other professionals involved with the specialist support of people with learning difficulties and/or disabilities.

Liaising with parents/key workers to ensure continuity of support services;

Attending Education Health and Care Plan meetings for SEND students;

Assisting with literacy and numeracy development across the Academy, by running workshops during lunchtimes and clubtimes;

Maintaining general records for the SEND Department.

Carrying out administrative tasks, as appropriate

Invigilating for internal and external exams

Supporting students with SEND in sports activities in and out of the academy

Assisting the academy with the implementation of the SEND Code of Practice 2014

In addition to the above, the candidate will be expected to have:

A knowledge and understanding of good practice of supporting learners with additional learning and care needs;

Experience of supporting learners in a flexible learning environment ;

Information technology skills, including multi-media applications and enthusiasm for the development of Information & Communication Technology;

Ability to work collaboratively with colleagues as a member of the SEND Department and other teams as appropriate;

Good communication skills and an ability to use initiative in prioritising and organising work;

Ability to follow appropriate administrative systems;

Awareness of Health and Safety issues in the care and supervision of people with learning difficulties and/or disabilities;

An understanding and commitment to equal opportunities and practical ideas for their implementation. An awareness of the diverse needs of students from a variety of backgrounds and an ability to work positively to respond to those needs in an inner city environment;

Good literacy and numeracy skills.

#### **Additional information - Working Arrangements**

Hours of work – term time only between 8.30am and 5.00pm Monday to Thursday and 8.30am and 4.00pm on Friday, with one hour for lunch.

Under exceptional circumstances, eg alterations in the Academy's pattern of working or changes in pattern of demand, the hours of attendance may be varied after consultation with the member of staff concerned.

This job description will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties consistently match the needs of the Academy.



# ASC TLA Job Description

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**Responsible to:** ASC facility Lead Teacher

**Responsible for:** Supporting ASC students within the ASC facility and integrating them into the mainstream setting.

**Purpose of job:** To work in conjunction with a multi-disciplinary team to ensure the well being of students placed on roll in the ASC facility. To support students in all areas of Academy life allowing them to have a positive experience and reach their full potential.

## ***Main Tasks and Responsibilities***

### **1 In common with all other staff:**

- 1.1 To support the Academy's mission statement, vision and strategic objectives
- 1.2 To implement the Academy's equal opportunities policies and to work to overcome discrimination on ground of race, sex, disability, sexuality, age or status in the Academy's services
- 1.3 To participate in staff development
- 1.4 To implement the Academy's health and safety policies and practices
- 1.5 To contribute to the Academy's commitment to continuous improvement as identified in the Academy's charter and quality assurance systems
- 1.6 To participate in Academy-wide projects and tasks
- 1.7 To undertake other duties of a similar nature, commensurate with the grade as may be required from time to time. This may, on occasion, require working other locations/sites of the Academy

### **2 Particular to the post:**

**To work as part of a team to ensure that students are able to enjoy and fully participate in as many areas of Academy life as possible and reach their full potential. To support students in all areas of their education. To also support mainstream students to develop tolerance and understanding of the difficulties ASC students experience.**

- 2.1 To work with staff to include students from the ASC facility as fully as is possible into the mainstream Academy.
- 2.2 To meet and greet students and where appropriate, carer, in the morning to ensure a settled start to the day.
- 2.3 To supervise students in less structured situations such as break times and lunchtimes.
- 2.4 In conjunction with the ASC team to monitor the progress and well-being of students based in the ASC facility.

- 2.5 To monitor and support students with challenging behaviour, facilitating time-out when necessary.
- 2.6 To work with other professionals to assess and review the needs and difficulties of ASC students using a variety of assessment techniques and to find strategies to overcome these.
- 2.7 To supervise individual programmes devised by SALT or OT.
- 2.8 To maintain concise records to track and monitor progress and to maintain confidentiality as appropriate.
- 2.9 To escort young people off site as appropriate (for example, Academy visits)
- 2.10 To have a flexible approach to the individual needs of the students.

**Additional information - Working Arrangements**

Hours of work – term time only between 8.30am and 5.00pm Monday to Thursday and 8.30am and 4.00pm on Friday, with half an hour for lunch.

Under exceptional circumstances, eg alterations in the Academy's pattern of working or changes in pattern of demand, the hours of attendance may be varied after consultation with the member of staff concerned.

This job description will be reviewed annually to ensure that it is an active description of the responsibilities and duties of the individual post holder and that these responsibilities and duties consistently match the needs of the Academy.





## Salary, Hours and Benefits

The salary awarded will take account of the experience and qualifications of the successful candidate. The Finance and Resources Committee on behalf of the Trustees review salary scales each year to ensure they remain competitive. Salaries are paid by account transfer on the 29 of the month in 12 equal payments.

### Hours

TLA staff work a 36½ hour week term time only (including staff training days) but are asked to be flexible as there are occasions that student support is required before and after the school day starts and ends.

### Benefits include:

*Attendance Bonus – 2% bonus to Staff who are present 100% of the time*

*Professional Development – excellent professional development scheme*

*Childcare Voucher Scheme*

*Cycle to Work Scheme*

*A range of onsite sporting opportunities including free use of the fitness suite facilities*

*Lunches and Refreshments – Refreshments are provided free of charge at morning break. Lunch can be purchased from our in-house Restaurant at a competitive rate. Evening meals are free to staff required to attend evening events at the Academy. Meals are provided free of charge on staff development days.*

*Annual Flu Vaccination – The Academy offers all staff the opportunity to have an annual flu vaccination administered by the local health authority at the Academy's expense*

*Car Parking – A free car park subject to available spaces.*



# Application

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Please read the recruitment pack carefully. Further information regarding the Academy, including the Prospectus can also be found on the Academy website [www.ashcroftacademy.org.uk](http://www.ashcroftacademy.org.uk)

Completed application forms should be returned to the Principal at the Academy by email to [recruitment@ashcroftacademy.org.uk](mailto:recruitment@ashcroftacademy.org.uk) by noon on the closing date at the very latest. The Academy always begins to shortlist as first applications arrive, and so candidates are advised to email applications in as soon as they are complete rather than waiting for the deadline.

**Closing Date: Monday 30 November**

**Interviews: As soon as possible**

## **Equal Opportunities**

The Academy, operated through Prospect Education (Technology) Trust Ltd. (the Trust), is committed to promoting equality of opportunity amongst its staff. The Trust values diversity, encourages fairness and strives to ensure that everyone employed or seeking employment with the Academy remains free from discrimination and victimisation.

- As such, employment, entry into employment and progression within employment will be determined solely by personal merit and the application of criteria that relate specifically to the duties of each individual post. Ability to perform the job will be of primary consideration and, subject to statutory requirements, no applicant or member of staff will be treated less favourably than another on the grounds of race, nationality, creed, gender, identity, language, physical appearance, political views, pregnancy, maternity absence, paternity absence, religious belief or non-belief, socio-economic status, employment status, marital or civil partnership status, parental status or other relevant distinction. Neither will an employee or potential employee be disadvantaged by any conditions of employment or Trust requirements that cannot be justified on operational grounds. The Trust, cognisant of the religious and cultural diversity of its staff, is aware that in view of their religion some employees may wish to observe a religious festival not covered by the current statutory holidays based on the Christian calendar. In such circumstances, the Trust will grant one additional paid day's holiday where the significant date falls on a working day during term time. Beyond this, the Academy will further provide the option of a second day to such employees, although this would be taken as unpaid.

*Candidates should be aware that all posts in the School involve responsibility for safeguarding children. This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those as "spent" must be declared. The successful candidate will be required to complete a Disclosure and Barring Service application at the Enhanced Level and register with the update service. References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and undergo a medical examination prior to taking up the post.*

## About the Academy

Ashcroft Technology Academy is a highly successful Academy situated in Putney in south-west London, developing still further the successes of its predecessor school, ADT City Technology College. As a CTC the school originally opened in 1991 at a cost of over £13 million pounds, provided by central government and business sponsors, the principal founder sponsor being Lord Ashcroft KCMG PC of the then ADT Group and his sponsorship continues today. Building on the highly successful tradition and reputation of ADT College, the Academy, with a further £16 million pounds of new buildings and refurbishment, offers new and wider opportunities to achieve the highest possible standards of learning for our students.

The aim of the Academy is to provide high quality education for young people across the full range of ability, meeting the requirements of the National Curriculum with an added focus on Technology and Information Technology.

The Academy is currently more than six times oversubscribed for applications in Year 7 for the 210 places available each September.

It is a very strong feature of the philosophy of the Academy to focus on and encourage positive and traditional values and attitudes in our students because we believe that they are a necessary prerequisite for successful learning. The Academy has successfully introduced its own system of behaviour management which has been underpinned by an extensive system of Pastoral Care. A key element is the way that the Academy's email facility has been integrated into the system to ensure that effective communication between staff is a positive feature of support for all staff. Market research amongst parents of children seeking places shows that the reputation that Academy's students have in the community for good discipline and behaviour is one of the most important reasons for them making an application.

The Academy operates an academic year which is 3 days longer than in most maintained schools. Morning registration is from 8.30am and normally the day concludes at 3.15pm for KS3 students and 4.30pm for KS4 and Sixth Form students. However, on Mondays and Fridays lessons finish at 3.15pm for all year groups which allows time on Mondays for clubs and activities as well as meetings. This means that the "taught time" each week is 25 hours (KS3) and 28.5 hours (KS4) which can accommodate the full National Curriculum as well as providing extra time for a focus on the core subjects. However, whilst required to be on site during these hours, staff rarely teach more than 36 periods per week giving the equivalent of one full day of non-contact time each week and this ensures that their time in front of a class is in line with the maintained sector.



## Facilities and Environment

Ashcroft Academy enjoys a very high quality learning environment for all of our pupils and staff. The Academy is designed, decorated and maintained to a very high standard throughout.

All subject areas:

- are excellently equipped and enjoy high levels of capitation.
- have their own office base equipped with PCs.
- have access to an ICT facility equipped with a class set of PCs.

All classrooms are equipped with an interactive whiteboard and PC for the teacher's use.

PE is equipped with three gyms and excellent playground areas on site. There is a Multi-Gym for student and staff use. The Academy has its own playing fields, including astro-turfed areas on a separate site called Open View.

The Academy has two excellent Learning Resource Centres for students at key stage 3 and key stage 4. These are equipped with multi-media resources including the latest novels and texts.

We have a newly built 6th Form Block that provides teaching rooms, a common room and a superb study facility equipped with PCs and lap top computers that students can use throughout the 6th form block.

Ashcroft Technology Academy is a highly successful and heavily over-subscribed school providing an outstanding quality of education in a superb environment for learning.



The Academy has an excellent track record of public examination results with our students achieving 68% 5+ A\*-C including English and Maths with 23% gaining A or A\* grades in 2014.

We have a strong 6th form at the Academy with all subject areas offering AS and A2 courses. We are also an International School running the International Baccalaureate qualification with students joining our course from a variety of different countries. Our Year 13 achieved an average points score of 888 average point score per student with 62% A\*-B grades in the summer 2014 A-Level and International Baccalaureate public exams. In addition to well-resourced teaching rooms the sixth form includes a large study area equipped with 54 PCs and 40 Laptop computers that students can sign out for independent use.

Since its inception as a CTC in 1991 the Academy has benefitted from its multicultural intake. At the Academy we celebrate and value the rich cultural diversity our students bring with them and enjoy a very tolerant and happy multicultural community.

When you come and visit the Academy you will find a calm and focused learning environment where teachers are able to teach and students are able to learn. This

environment has been created and is sustained by our emphasis on the traditional values of respect, politeness and good behaviour.

We have a very strong pastoral system with tutors supported by Heads of Year who are themselves supported by a member of the Leadership Group.

At all times a member of the Leadership Group is on 'walkabout' monitoring classrooms in the Academy and providing support when and if teachers need it. Students who are disrupting learning are removed from classrooms until they are ready to return and make a positive contribution to lessons. This means that classes are orderly and that teachers can enjoy their teaching. It also means that teachers know they can prepare interesting and stimulating lessons which students will enjoy and benefit from and that they will not spend their time "fire fighting".

Every week there are Year group assemblies led by form groups.

For the Performing Arts there is a new purpose build suite of studios, classrooms and practice rooms. For music lessons students have the use of an Apple MAC network. There is access to a wide range of instruments for use in lessons and for those students wishing to learn an instrument.

### **House System**

We run a House system at the Academy that provides students with the opportunity to mix with other students across the years. Once a week there are house assemblies that are led by the Head of House and by form groups.

There is a vibrant, exciting and very enjoyable inter-house competition with diverse events ranging from a 'Great Bake Off' to a Photography competition and numerous others such as sports events.

Students are rewarded for their efforts through the House point system linked to prizes that include awards for excellent attendance. We have very strong attendance at the Academy.

### **ARC – Ashcroft Academy's Autistic Resources Centre**

The purpose of ARC is to allow students with a diagnosis of Autism or Asperger's to access an education within a mainstream Academy. It offers both academic and pastoral support to achieve this and has an excellent record in the GCSE grades achieved by students so far. It also provides staff expertise to meet some very specific, individual needs and safe place that students are able to use if they do become anxious. It also provides a centre of expertise within the Academy to enable all staff to develop their understanding of ASD. The ARC is made up of a two teachers, one of whom is the Lead teacher, and a number of TLA's. Students are expected to eventually spend 80% of their time in mainstream lessons.

ARC staff support students to:

- Access the curriculum of the mainstream.
- Meet specific and individual needs.
- Provide a centre of expertise within the academy to enable all staff to develop their understanding of ASD.
- The capacity of ARC is 20 students: 4 in each year group.

The accommodation provided is intended to:

- Avoid sensory overload
- Minimise distractions

- Provide opportunities to develop special interests Structure social interactions so that they are manageable for ASD students.
- Provide outside space for alternative PE sessions/ downtime.

### **Visits and journeys**

There are a multitude of opportunities for students to attend visits relating to the curriculum and to their broader personal development.

We take full advantage of the Theatres, Museums, Galleries and tourist attractions available just 30 minutes away in central London and in the wider areas around the Academy. For field studies students visit the South Downs where there are a variety of geographical features and environments to survey. In History all students visit the 1st World War sites in Northern France and Belgium.

Another advantage of our location is our easy access to the continental Europe. We have a strong links to a school in Versailles, visits to Paris are included in the curriculum for all students and visits to Berlin are arranged too.

### ***Kenyan Adventure***

Our students have had a unique opportunity to work with local community projects in an international context in a developing area of Kenya, east Africa. They spent 10 days volunteering in two schools on the outskirts of Nakuru, located in the Rift Valley province. Whilst there, students had the opportunity to spend time working on the following projects:

- Community Work with Underprivileged Children
- Teaching in Schools
- Playing and Coaching Football & Multi-Sport Activities
- Minor renovation such as painting and decoration

### **Extra-curricular activities**

The Academy runs a Clubs and Societies session of one hour on a Monday evening and at lunchtimes, before and after school. These include film club, chess, board games, art, drama, music, DT, ICT, homework club, careers, booster sessions, 'catch up' sessions in several subjects, and sports clubs.

The PE Department run clubs in many sports including: football, rugby, hockey, netball, basketball, cricket, rounders, softball, tennis, badminton, volleyball, table tennis, athletics, gymnastics and trampolining. Inter-school fixtures are undertaken in many of these areas with added competition coming via the House Competition and entry into local, regional and national sports competitions. Outdoor pursuits are followed via the Duke of Edinburgh's Award Scheme. Students also have the opportunity of rowing on the Thames during the summer months.

### **Disability Access**

All areas of the Academy are fully accessible to wheelchair users through lifts and ramps.

## Academy Conversion

The Academy conversion in 2007 and associated works enabled the release of £16 million to upgrade and develop the facilities at the Academy and its separate sports ground. Just under £1 million was provided by the sponsor Lord Ashcroft, KCMG PC; £12 million was provided by the Government for the Academy conversion and a further £1 million from Wandsworth LA and other sources. Additionally the Academy was also able to utilise other revenue funds accrued in earlier years to fund: the refurbishment of the auditorium, the building of a new sixth form centre, the enhancement of the restaurant facilities, new changing facilities and an all-weather pitch at our remote sports ground, refurbishment of the gymnasiums, upgrades to all of the Science Laboratories as well as a new teaching block predominantly for Performing Arts. The new building also hosts a small (16 place) Autistic Resource Centre funded by London Borough of Wandsworth at a cost of approximately £850k. To complete the picture there is also a new administration block and main entrance.



The Education Brief for the Academy provides an innovative curriculum focussed on progression by achievement and with many opportunities for personalised learning. Most students will complete Key Stage 3 in two years, and will then follow a Key Stage 4 course for 3 years.



# Location

Ashcroft Technology Academy is ideally located less than a 10-minute walk away from East Putney Tube station on the District line and 15 minutes from Putney Mainline BR station. Alternatively, Clapham Junction station is about 3 miles away and is serviced by good bus routes to Putney. The main A3 London to Portsmouth Road passes immediately next to the Academy and provides direct access to the M3 and M25. With its very distinctive iconic green glass exterior the Academy has become a local landmark for both architectural and educational excellence in the neighbourhood.

As well as the educational advantages of being close to central London, the Academy is also surrounded by vast areas of open spaces including Roehampton Golf Course, Putney Heath, Richmond Park and Wimbledon Common.

Famous for the 'Boat Race', Putney enjoys its position on the River Thames where the towpath remains a popular rambling route for locals. The world famous Wimbledon Lawn Tennis complex is also nearby.

With well-established and reliable public transport links throughout the area, travel to central London and the West End takes about 20 minutes.

Cafes, restaurants and shops abound in Putney and in nearby Wimbledon Village and Wimbledon town, whilst the large suburban shopping centres of Kingston and Richmond provide opportunities to shop in the larger national department stores.

**Nearest Underground Stations:**  
East Putney District Line

**Nearest Overground Station:**  
Putney

**Bus Routes:**  
37, 170, 337

Please note that the entrance to the school and the visitors' car park is on Portinscale Road.



The Windmill on Wimbledon Common



The famous boat race

