



BARNARD CASTLE SCHOOL

# Academic Support Teaching Assistant(SEND)



INFORMATION FOR APPLICANTS

# The History of Barnard Castle School

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Barnard Castle School has its roots in the medieval past and its eyes set firmly on the future. The school traces its origins back to the nearby Hospital of St John, which was an educational and religious community established by John de Balliol in 1229. He was also the founder of Balliol College in Oxford and his passion for learning remains central to our philosophy today. In 1883 with a gift from Benjamin Flounders, a Victorian philanthropist, and the proceeds of St John's Hospital, the present main School building was constructed. Tony Jackson, the School's tenth Headmaster, was appointed in September 2017 as "Barney" embarked on an exciting new era.

## The School

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***'When you are steeped in little things, you shall safely attempt great things'***

This motto perfectly sums up what **Barnard Castle School** - or 'Barney' as it is affectionately known - aims to do in preparing its pupils for life beyond its doors. Through creating an inspirational, compassionate and unpretentious environment, Barney aims to develop young adults with character. Our staff believe that our pupils should be confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, and are prepared to live, embrace and lead in an ever-changing world.

***'Parvis imbutus tentabis grandia tutus'***

The School has a genuine warmth amongst its **722 pupils** and **180 staff**, which fosters a strong sense of community and endeavour. It is highly unusual to find a school where pupils from Year 9 and Year 11 sit at a table for lunch together sharing a conversation, discussing their latest sports fixture or drama rehearsal. However, this attitude is ingrained in a Barnardian from very early on. The co-educational and cross-year group atmosphere starts in the journey from the Preparatory School (ages 4-11) right through to the state-of-the-art bespoke Sixth Form Centre in the Senior School (ages 11-18). A Barney pupil is quick to make someone else feel at ease, whether that is through simple encouragement or a warm smile.

Whilst we are extremely proud of what our pupils achieve academically, we also recognise the importance of preparing the next generations for an evolving and increasingly competitive global marketplace. To do this, we focus on developing the individual character of every child, and during their journey with us, we aim to cultivate vital life skills through building relationships amongst the pupil body and teachers alike. Each pupil has a dedicated Tutor who meets with them several times a week to discuss anything from pastoral issues to academic progress.

We want our pupils to develop a balanced mindset for life. This requires confidence, resilience and compassion, all built up over a period of time, and in a variety of ways, both within and beyond the classroom. It also requires that most important quality: humility. At our core is an unpretentious and humble outlook, and it is this combination of confidence and humility that allows our pupils to light up a room.

We want staff who believe in our purpose as educators and are proactive in immersing themselves in school life during term time. We would like them to role model the qualities we hope to install in our pupils throughout their journey from the Prep School through to the end of the Sixth Form. Teachers are expected to take part in the extensive extra-curricular "Mind, Body and Soul" programme that runs between 4pm and 5pm and can choose to offer an activity that they are passionate about. We believe in fostering lasting relationships and contact time with pupils outside the classroom is what makes the Barney difference.

# The School (cont'd)

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The School is situated in its own extensive grounds on the outskirts of an historic market town, recently noted as being the safest in England, in an area of outstanding natural beauty. It is well-resourced and enjoys an enviable reputation for its pupils' achievements on a broad variety of fronts. It is also in proximity to and enjoys close relationships with departments in the universities of Durham, York and Newcastle.

Continuous improvement and investment have produced a number of new buildings, including the MacFarlane Building which houses Physics and ICT, the Atha Fitness Centre, an extension to our Prep School including a new science lab, and the new purpose built Sixth Form Centre.

Further details about Barnard Castle School may be found in the Independent Schools' Yearbook and on the School's website [www.barnardcastleschool.org.uk](http://www.barnardcastleschool.org.uk).

## ACADEMIC SUPPORT DEPARTMENT

Focusing on helping pupils with additional needs, that can affect academic progress, the Academic Support Department is led by Mrs Deborah Wafer and her team of full and part time specialist staff.

### Our Vision

- To be viewed as the leading independent co-educational boarding and day school in the North of England.
- To foster the concept that 'Barney is for Life', imbuing a real sense that to be a Barnardian is something special and life-lasting.
- To make an impact: in Barnard Castle, County Durham and the wider world.
- To place the school in an even stronger position for future generations to enjoy all the benefits of a Barney education.

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### Our Purpose

- Through creating an inspirational, compassionate and unpretentious environment, we aim to develop young adults with character.
- They are happy, confident, resilient, intellectually curious, tolerant and driven, with an undercurrent of humility, who are ready and prepared to face, embrace and lead in an ever-changing world.



# Job Description

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## **Job Title:**

**ACADEMIC SUPPORT TEACHING ASSISTANT**

## **Reporting to:**

**HEAD OF DEPARTMENT**

## **Brief**

We are seeking a highly skilled, dedicated, and compassionate Teaching Assistant to provide support to our Academic Support Department both within the classroom and on a 1:1 basis.. The successful candidate will work closely with the students with a focus on fostering independence and academic success.

Our support programme is structured, sequential, cumulative, and multi-sensory, incorporating general study skills while remaining flexible to meet the varying needs of each student.

Our aim is to help the student to improve difficulties with things such as:

- Study skills at GCSE and A Level standards
- Social communication and interaction
- Accessing formal exams
- Reading and writing skills
- Focus and organisation
- Ability to learn, retain and recall information; ability to organise thoughts and to structure material either by hand or on a computer

## **The Role**

We are looking for a positive individual who enjoys working with young people and has the drive and determination to help them to achieve their best. The individual will support in class and on a 1:1 basis working with the Academic Support Department to plan and deliver high quality lessons relating to social communication, reading and, writing, study skills and other areas as identified by individual's needs. The assistant may work across the whole school so needs to be flexible. The assistant will be actively involved in working with students who have EHCPs.

## **Main Responsibilities**

- Provide in-class support
- Deliver dedicated sessions to develop literacy skills.
- Provide sessions focused on social communication skills development.
- Support revision, study and preparation sessions.
- Offer mentoring support as required, fostering a trusting and supportive relationship.
- Supervise and support the development of assistive technology.
- Collaborate with teaching staff and other professionals to adapt and implement strategies to meet the student's needs.
- Regularly monitor and report on the student's progress, adapting support strategies as needed.
- Support other requirements within the academic support department and help build capacity of this small, hardworking team.
- Maintain confidentiality at all times, both inside and outside of School.
- Undertake personal and professional development to meet the changing demands of the department.
- Comply with Health and Safety Policy and safeguarding and Child Protection requirements.

## **Safeguarding & Child Protection**

- Barnard Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.
- The postholder must comply with the School's Safeguarding and Child Protection policy at all times.
- The postholder must undergo safeguarding and Child Protection training as directed by the Head of Learning Support.

### Expectations as a member of Barnard Castle School Common Room

- To have high professional standards and so be an appropriate role model of reliability, behaviour and appearance.
- To relate to children in an atmosphere of trust, frankness and ambition and to engender a climate of mutual respect
- To make sure that pupils meet the School's expectations of them.
- To facilitate the development of children's confidence, self-esteem, determination, responsibility and personal pride in achievement, behaviour and appearance.
- To understand that offering a well-rounded education means engaging beyond the classroom, and therefore contributing to the wider life of the Barney education.
- To contribute to marketing the school and to promote the School to prospective pupils and parents.
- To establish and maintain high standards of communication with pupils, staff and parents.
- To uphold all the policies of Barnard Castle School.
- To take an interest in how the School functions and to convey suggestions for improvement to the Head of Department, Senior Management Team and Headmaster from time to time.
- To subscribe to the Common Room's ethos of inclusivity, collegiality and helpfulness.

### Support

The Teaching Assistant will be appraised by the Head of Department and will also have a review with the Headmaster but routine communication will be on going. Professional development is encouraged and will be discussed as part of the Teacher's Performance and Development review.



**In order to meet the high standards expected of a teaching assistant in our School, the Headmaster is seeking to employ a person with the following qualities, experience, skills and abilities.**

**Essential:**

- A Teaching Assistant qualification
- Experience of providing support to students with learning needs.
- Strong knowledge of and experience with differentiation techniques, organisation and study skills support.
- Excellent communication skills, with the ability to effectively support students in developing their reading, writing and social communication skills.
- Familiarity with technology, including voice-to-text software and other assistive tools.
- Ability to offer support across the age ranges.
- A patient and empathetic approach to working with students, with the ability to provide discreet support and gentle guidance.
- Strong critical thinking skills, with the ability to engage in intellectual debates and challenge the student's thinking.

**Desirable qualities:**

- A good honours degree and/or SEND/teaching assistant qualifications.
- A record of and commitment to continuing professional development.
- A wider knowledge of learning differences including Dyslexia, Dyspraxia, ASD and ADHD would be an advantage.
- Possess cultural awareness and sensitivity in working towards the schools aims and objectives. Experience of working in a boarding school.
- Sympathy with the Christian values of the School and the nature of working in a boarding environment.
- Commitment to fostering a positive learning environment and inspiring students to take responsibility for their own learning.

This job description reflects the present requirements of the post and is not intended to be exhaustive. This individual may be required to carry out such other duties as the Headmaster may reasonably require from time to time. Duties and responsibilities may be subject to change and development, the job description will be reviewed periodically and subject to amendment in consultation with the post holder.

**Terms, Conditions and Benefits:**

**Type:** One year fixed term.

**Probationary Period:** 6 months

**Working Hours:** This is a full-time role during term time, which includes Saturday mornings

**Salary:** Dependent on experience

# Recruitment Process

## Barney Application Process:

**If you feel that you can meet the above requirements** then please submit a letter of application along with the Barnard Castle School application form to the Headmaster. **Only applications containing the requested information will be considered.**

### **Applications should be sent to:**

Mr D J Cresswell

Headmaster

Barnard Castle School

County Durham

DL12 8UN

Phone 01833 696098

Fax 01833 638985

E-mail [hr@barneyschool.org.uk](mailto:hr@barneyschool.org.uk)

### **Closing Date**

**12.00pm Friday 5<sup>th</sup> September  
2025**

### **Interviews**

**To be confirmed**

## Information about Interviews:

*Applicants should read carefully the application procedure – guidance for applicants, Policy on the Recruitment of Ex-offenders and the Disclosure policy and the Safer Recruitment policy.*

*Barnard Castle School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974 and all applicants will undergo child protection screening, including checks with past employers and an enhanced DBS and Barred list check with Disclosure and Barring Service.*

*Barnard Castle School is an equal opportunities employer.*

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PARVIS IMBUTUS

TENTABIS GRANDIA TUTUS

[WWW.BARNARDCASTLESCHOOL.ORG.UK](http://WWW.BARNARDCASTLESCHOOL.ORG.UK)