



Job Description and Person Specification

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.

Job Title:	Resident Graduate Teaching Assistant - Ceramics and Art (GTA)
Summary of the role:	<p>A varied and fulfilling role that offers invaluable experience of working in our beautiful and vibrant Art department. Responsibilities include ceramic technician work including kiln management, some teaching of extra-curricular ceramics clubs, in class support across the disciplines. There is the potential to be active in the planning and delivery of ceramic specific teaching. The successful candidate may also choose to develop their own practice outside of lesson times and facilities will be available for this purpose.</p> <p>This residential role also includes a variety of responsibilities in school, in particular various boarding and school duties.</p>
Safeguarding requirements:	<ul style="list-style-type: none">Engage in regulated activity relevant to childrenPromote and safeguard the welfare of children and young persons for who you are responsible and with whom you come into contact.
Line management responsibility for:	n/a
Main duties and responsibilities:	<p>Each Graduate Assistant will be required to work up to an average of 40 hours each week in the areas outlined below.</p> <ul style="list-style-type: none">Teaching / Technician role: each Graduate Assistant is required to assist a member of the teaching staff in a given department in lessons and activities in the Senior and Junior School, as well as providing assistance with cover lessons for absent members of staff. These duties will equate to approximately 24 hours of your timetable. Attendance at the staff briefing and assemblies is compulsory, unless it is a day off.Boarding: each GTA may be responsible for some wake-up, lunch and evening duties each week. At weekends there may be a significant commitment required including being on duty for a substantial period, helping to run a weekend activity programme for boarders, accompanying weekend expeditions and excursions. These duties will total approximately 10 hours per week. As a resident member of staff there will be an expectation to live on site during



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	<p>term time and to fulfil the role of an adult presence in a boarding house or annex.</p> <ul style="list-style-type: none">• Library Supervision: each GTA is required to assist with the supervision of the library during the evenings and at weekends on a rota basis.• Other School duties: each GTA is required to assist the school Reception with post and pupil tracking on a rota basis.• Miscellaneous: any other reasonable requests made by the Deputy Head (Pastoral) or Head of Department• Day off: each GTA will be given one full day off each week.
Line management duties and responsibilities	<ul style="list-style-type: none">• n/a

You may also be required to undertake such other comparable duties as the Deputy Head (Pastoral) requires from time to time.



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	Essential	Desirable	Method of assessment
	These are qualities without which the Applicant could not be appointed	These are extra qualities which can be used to choose between applicants who meet all of the essential criteria	
Qualifications	<p><i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received</i></p> <ul style="list-style-type: none">• Degree or equivalent experience in subject area (this may be in progress)	<p><i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received</i></p> <ul style="list-style-type: none">• First Aid• Full driving licence• Coaching qualifications	<ul style="list-style-type: none">• Production of the Applicant's certificates• Discussion at interview• Independent verification of qualifications
Experience	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role</i></p> <ul style="list-style-type: none">• Working with children preferably in an educational setting.	<p><i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role</i></p> <ul style="list-style-type: none">• Working on summer camps or community / arts projects involving children	<ul style="list-style-type: none">• Contents of the application form• Interview• Professional references• Portfolio

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<p>Skills</p> <p><i>The skills required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • IT literate • Organised • Self-motivated • Team player • Flexible • Ability to pack a kiln and set firing schedules. • Ability to manage and maintain clay reclaim, • Understanding of a range of ceramic building and decorating techniques • Ability to maintain a clean and safe working environment in the 3D studio and adjoining rooms. 	<p><i>The skills that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • <i>Competent ability in a wider range of 3D art practices</i> • <i>Competent ability in a wider range of 3D art practices</i> • <i>An established personal practice.</i> 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references • Portfolio
<p>Knowledge</p> <p><i>The knowledge required by the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Subject knowledge in area applied for • Knowledge of a range of ceramic 	<p><i>The knowledge that would enable the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> • Knowledge of a range of ceramic artists • Knowledge of a wider range of fine artists 	<ul style="list-style-type: none"> • Contents of the application form • Interview • Professional references • Portfolio

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	<ul style="list-style-type: none"> building and decorating techniques 	from different disciplines	
Personal competencies and qualities	<p><i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i></p> <ul style="list-style-type: none"> Motivation to work with children and young people Ability to form and maintain appropriate relationships and personal boundaries with children and young people Supportive of the Quaker ethos and principles Emotional resilience in working with challenging behaviours Positive attitude to use of authority and maintaining discipline Adaptable 	<p><i>The personal qualities that would assist the Applicant to perform effectively in the role</i></p> <ul style="list-style-type: none"> Sense of humour Confident Articulate Responsive An understanding of EDI values and how these are central to Art Education <i>An established personal practice and a willingness to share this expertise and experience with students.</i> 	<ul style="list-style-type: none"> Contents of the application form Interview Professional references



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