

## Secondary Higher Level Teaching Assistant – English Intervention

Due to increasing school numbers, the Governors are seeking a creative, dynamic and highly motivated Higher Level Teaching Assistant to join our Learning Support Team at Chichester Free School, which opened in September 2013. We require a candidate who is able to support the learning of our secondary students by helping to plan and deliver English intervention and support for individuals and small groups of students.

### Terms of Employment

Salary will be £15,327 per annum (£19,446 FTE). The post is full time, 37.5 hours a week, term time only for approx. 36 weeks per annum plus 2 staff training days and starting 3<sup>rd</sup> September 2018.

A formal contract will be issued once the successful applicant has been appointed. It will be offered subject to a Disclosure and Barring Service (DBS, formerly CRB) check, satisfactory references and prohibition from teaching check.

For further information and informal discussion about this post, please do not hesitate to contact Sue Moon at [smoon@chichesterfreeschool.org.uk](mailto:smoon@chichesterfreeschool.org.uk) or on 01243 792690

Candidates should complete an Application Form and covering letter addressing the criteria presented in the role description and person specification. Completed applications should be sent to [smoon@chichesterfreeschool.org.uk](mailto:smoon@chichesterfreeschool.org.uk). No CVs thank you. Closing date is Tuesday, 19<sup>th</sup> June.

### Role

The person appointed to this post will be a creative individual excited by the challenge of supporting a dynamic English Department.

The successful candidate will:

- Readily establish excellent relationships with both staff and students
- Be energetic and totally committed to the ethos of the school
- Deliver a range of high level specialist interventions to individual or small groups of pupils who are underachieving in English
- Support English teachers within the classroom and help to facilitate the active participation of named pupils in the social and academic activities
- encouraging the children to think and talk about their learning and listen attentively
- promoting the development of self-control, concentration and perseverance
- assist with developing pupil responsibility for looking after resources, classroom, school, their uniform and each other
- establishing supportive relationships
- meeting physical and welfare needs as required whilst encouraging independence
- providing focussed support for children with identified special needs
- promoting and reinforcing the children's self-esteem
- Liaise with the English department and SENCO to help plan the intervention programme
- Assist in the development of suitable programmes of support and teaching resources for children, including those with identified special educational needs
- Regularly evaluate the children's development and contribute to record keeping e.g. behaviour logs, group registers, progress data etc
- Carry out a range of administrative and clerical tasks for teachers e.g. photocopying, inputting assessment data etc.
- Track the progress of pupils whose progress or attainment in English is below that expected
- Liaise with parents where necessary

## Supporting the School

Supporting the school achieve its aims by:

- being aware of and following relevant school procedures and policies
- promoting positive links between home and school and the wider community
- respecting the sensitivity and confidentiality of information about the children and the school in general
- being aware of daily and forthcoming events
- being a positive role model for the children and parents
- maintain positive professional relationships with all colleagues
- actively promoting the ethos and vision of the school
- supporting special school events
- supporting school trips and visits
- attending relevant in-service training
- undertaking playground supervision as required
- undertaking lunchtime supervision as required
- undertaking other duties as required
- take appropriate action to support child protection and the safeguarding of children

This job description does not form part of the contract of employment. It describes the way the successful candidate will be expected and required to perform and complete the particular duties as set out above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Principal or line manager to undertake work of a similar level that is not specified in this job description.

This job description may be amended at any time following discussion between the Principal or line manager and member of staff, and will be reviewed annually.

## Person Specification

| Criteria                        | Essential  | Desirable  |
|---------------------------------|--|--|
| <b>Knowledge and Experience</b> | <ul style="list-style-type: none"><li>• Experience of working within an educational setting</li><li>• Experience of working with pupils with additional needs</li><li>• Experience of working with SENCo</li><li>• Knowledge of strategies that help pupils to learn Mathematics</li><li>• An understanding of the role of teaching assistant and other professionals working in the classroom</li><li>• Awareness of and compliance with school procedures and policies, including child protection and reporting any concerns as appropriate</li><li>• Experience of working within KS3 or KS4</li></ul> | <ul style="list-style-type: none"><li>• Understanding the principles of child development and learning processes</li><li>• Knowledge of national curriculum and other learning programmes</li><li>• Knowledge of supporting schools in applying for additional time in exam situations</li></ul> |

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|-----------------------------------|--|---|
| <b>Skills and Abilities</b>       | <ul style="list-style-type: none"> <li>• Ability to act on own initiative</li> <li>• Ability to motivate and encourage children</li> <li>• Ability to observe and monitor progress, and maintain records</li> <li>• Ability to work from instructions and own initiative</li> <li>• Able to maintain confidentiality</li> <li>• Willingness to participate in training and performance management, including self-evaluation of learning needs</li> <li>• Ability to teach a small group of children</li> <li>• Ability to deal with behavioural needs</li> <li>• Ability to keep issues in perspective</li> <li>• Pro-active in supporting pupils in class</li> <li>• Willingness to support additional on and offsite educational activities</li> <li>• Willingness to assist and participate in the wider aspects of school life</li> </ul> | <ul style="list-style-type: none"> <li>• Ability to deliver Individual Educational Plans</li> </ul>   |
| <b>Qualification and training</b> | <ul style="list-style-type: none"> <li>• Good general knowledge of English and Mathematics to GCSE level (c) or equivalent</li> <li>• IT literate</li> <li>• <b>Level 3 TA qualification or equivalent</b></li> </ul>  | <ul style="list-style-type: none"> <li>• HLTA status</li> <li>• First Aid training</li> <li>• Appropriate qualification related to working with children, Level 3 NVQ or equivalent.</li> <li>• Degree or A levels in Mathematics or a related subject</li> </ul> |
| <b>Personal Qualities</b>         | <ul style="list-style-type: none"> <li>• A deep and passionate commitment to the values and ethos of Chichester Free School</li> <li>• Developing and sustaining a learning culture that has the Chichester Free School ethos at its core</li> <li>• High expectations and standards of achievement for all</li> <li>• Suitability to work with children</li> <li>• Evidence of commitment to promoting the health, welfare and safeguarding of children</li> <li>• Good communication skills with both adults and children</li> <li>• Calm and patient</li> <li>• Caring</li> </ul>   |   |

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|  | <ul style="list-style-type: none"> <li>• Resilient and realistic</li> <li>• Motivated</li> <li>• Non judgemental</li> <li>• Positive role model</li> <li>• Team player</li> <li>• Flexible attitude</li> <li>• Smart and professional image</li> </ul> |  |
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Particular duties of all support staff at Chichester Free School include:

- observing School policy on health and safety requirements and being aware of any subject specific health and safety requirement, ensuring that they are implemented appropriately at all times
- attending all Inset and training sessions as required by the School
- taking part in the professional appraisal process as required by the School
- attending major School events
- conforming to the Code of Conduct for Staff as detailed in the School's Employment Manual
- developing and maintaining good relationships with parents and the local community

All staff at Chichester Free School commit themselves to contribute fully to the ethos and life of the School both in school and outside and the School operates its own salary structure.

**Chichester Free School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. In accordance with our Child Protection Policy we are unable to process applications without a fully completed application form. The post is exempt from the Rehabilitation of Offenders Act 1974. All convictions, cautions and bind-overs, including those regarded as 'spent' must be declared when applying. The applicant may post such a declaration in an envelope marked 'Private & confidential for the Principal'. The successful applicant will be subject to a Children's Barred List check and DBS clearance at enhanced level together with a prohibition from teaching check.**

## Introduction

Chichester Free School is a non-profit making, independent, state-funded school set up in the Chichester area, established in response to real demand within the local area for a greater variety of schools. It was established by a group of parents and teachers who are all absolutely committed to providing young people with the best possible chance to succeed.

Chichester Free School opened in September 2013 with classes in Years 7 and 8 as well as in the Primary phase. In September 2018 we will have over 1000 pupils from Reception through to Year 12, with 570 in the secondary phase. At the heart of our vision is a school which nurtures children to achieve great things, challenges them to apply their learning in our extended day activities and inspires them to engage in a rigorous, academic curriculum creatively. Our Sixth Form students will open in September 2018.

Chichester Free School is open to pupils of all abilities. We do not have a catchment area, thus ensuring that Chichester Free School is fair and inclusive and available to anyone who wants to apply. We take part in the West Sussex County Council (WSCC) admissions process, so parents will apply for places for their child in the same way as any other local school.

## Governance and Management

Chichester Free School is the project development and trading name of Sussex Education Trust Limited. The Trust is incorporated with the charitable objective to establish, maintain, manage and develop a school offering a broad and balanced curriculum.

Sussex Educational Trust Limited is a charitable company limited by guarantee and registered in England and Wales under registration number 7874411. The Trust company is a qualifying Academy Trust as defined by the Academies Act 2010 and an exempt charity under schedule 3 of the Charities Act. The Trust is directly regulated by the Department of Education.

## Our Vision

We believe that local children will benefit from an all-through school

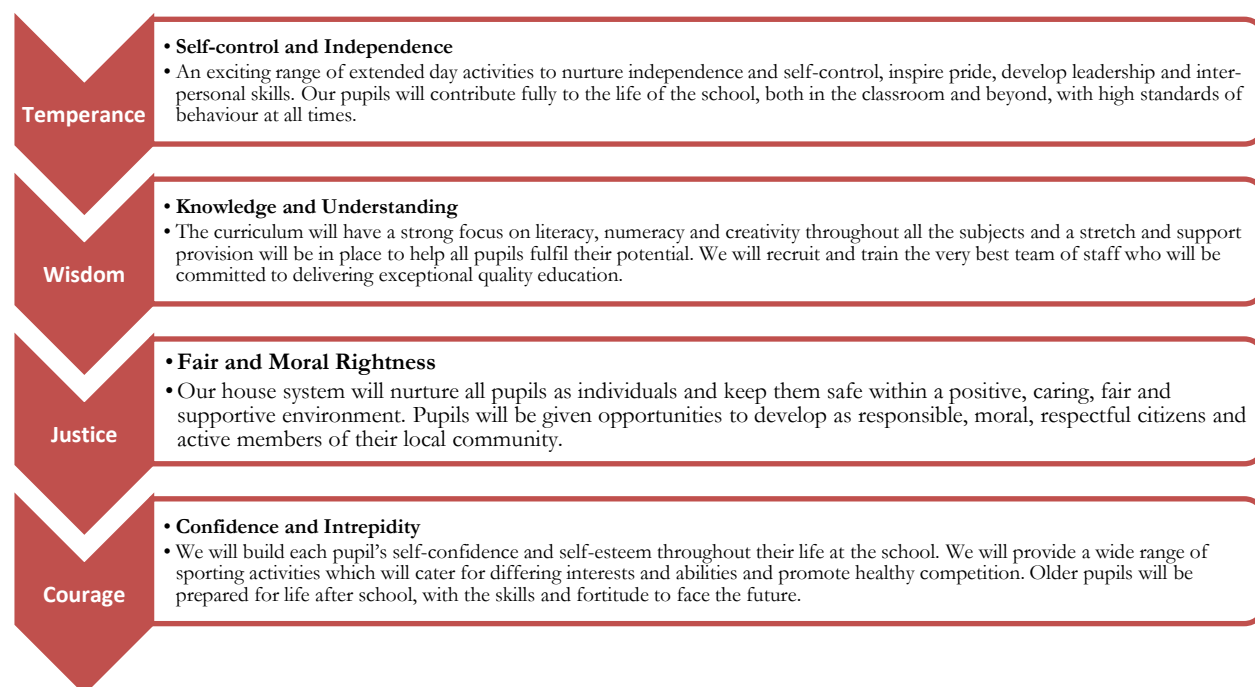
We believe that the quality of our teachers is fundamental to the success of our school

We believe that a good education is not just about qualifications

We believe that local children will benefit from our open admissions policy

## Our Ethos

Our **ethos** follows the four cardinal virtues which have their origins in Greek philosophy.



Chichester Free School will also provide all pupils with the foundations for life by teaching essential personal skills alongside a broad education. We believe that understanding and following these virtues will help our pupils go on to lead rich and fulfilling lives.