



Teaching Assistant 3

- Dates:** January 2022
- Salary:** Single Status Grade 4 point 9-10
- Location:** Chailey School
- Contract type:** Full Time
Permanent
- Working pattern:** 33 hours p/w, term time only (44.85 weeks per year)

Chailey is a thriving, successful school set in rural Sussex within easy reach of Lewes, Haywards Heath and Brighton. We are proud of our traditional values and innovative approaches to Teaching and Learning. Staff are friendly, dedicated and supportive; our students are happy and proud to be part of the school. Chailey is a school where staff and students can thrive. We are seeking talented, innovative colleagues who would be keen to work with motivated and responsive young people.

We are looking for a TA3 position to support the Teaching and Learning across the school. Please see the job description and person specification below for more information regarding the role.

If you are interested in this role, please send your application to Gemma Butler, PA to the Head Teacher, at the school address shown or email: gbutler@chaileyschool.org. The 'support staff' application form is available to download on the website. We would be very pleased to show any potential candidates around the school.

Closing date: midday 27th January 2022 (*applications will be processed on receipt*)

Chailey School
Mill Lane, South Chailey
Lewes, East Sussex
BN8 4PU

Tel: 01273 890407
11-16 Specialist School for Language and Humanities
Head Teacher: Mrs Helen Key



JOB DESCRIPTION

School:	Chailey School
Job Title:	Teaching Assistant 3
Grade:	Single Status 4 point 9-10
Working Hours:	33 hours p/w, term time only (44.85 weeks per year)
Salary:	Single Status Grade 4 Point 9-10 (actual annual salary based 33 hours p/w, for 44.85 weeks per year; term time only (39 weeks) would be £14,524-£14,815)
Responsible to:	Head Teacher
Liaising with:	All teaching and support staff as required

Main Purpose of the Job:

Working under guidance: implement work programmes for individuals/groups which could include those requiring detailed and specialist knowledge in particular areas. To assist in the whole planning cycle and the management/preparation of resources. To provide cover for whole classes under a system of supervision for up to 30% of employed time throughout the school year.

Key Tasks:

1. To work with the teacher to establish an appropriate learning environment
2. To work with the teacher in lesson planning, evaluating and adjusting lessons/work plans as appropriate
3. To monitor and evaluate pupils' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives and provide feedback to pupils in relation to progress and achievement
4. To use specialist (curricular/learning) skills to support pupils
5. To assist with the development and implementation of IEPs
6. To establish productive working relationships with pupils, acting as a role model and setting high expectations
7. To encourage pupils to interact and work co-operatively with others and engage all pupils in activities
8. To promote independence and employ strategies to recognise and reward achievement and self-reliance
9. To implement agreed learning activities/teaching literacy and numeracy programmes, adjusting activities according to pupils' responses/needs
10. To support the use of ICT in learning activities and develop pupils' competence and independence in its use
11. To determine the need for, prepare and maintain general and specialist equipment and resources



12. To be responsible for keeping and updating records as agreed with the teacher, contributing to the review of systems/records as requested
13. To undertake marking of pupils' work and accurately record achievement/progress
14. To promote positive values, attitudes and good pupil behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour
15. To liaise sensitively and effectively with parents/carers, as agreed with the teacher, within your role/responsibility and participate in feedback sessions/meetings with parents as directed
16. To administer and assess routine tests and invigilate exams/tests
17. To be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
18. To supervise pupils on visits, trips and out of school activities as required
19. To be willing to support playground/break time supervision e.g. educational games, homework clubs etc. (within employed hours)
20. To prepare work and activities in advance of the lesson (within employed hours) e.g. operating AVA equipment i.e. photocopier, laminator, making books, labels, signs, and undertaking practical tasks to maintain a good standard of classroom appearance
21. To participate in training and other learning activities offered by the school and county to further knowledge (within employed hours)
22. To carry out the above duties in accordance with the Children's Services Department's Equal Opportunities Policy

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

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

Employees are expected to adhere to the school dress code presenting a professional image to students, parents, governors and the wider community.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition

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

This job description is current at the date shown, but, in consultation with you, may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.



Safeguarding Children

The authority and school are committed to safeguarding and promoting the welfare of all children and young people and expect all staff and volunteers to share this commitment. It will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences.

This post will be exempt from the provision of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendment) Order 1986. Applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of employment being taken up, any failure to disclose such convictions will result in a dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not exclude you from consideration for this post. Successful applicants will need to undertake enhanced DBS checks before commencement of employment.

In addition to the candidate's ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- *Motivation to work with young people*
- *Ability to form and maintain appropriate relationships and personal boundaries with young people*



PERSON SPECIFICATION

Post Title: Teaching Assistant 3
Grade: Single Status 4

	Essential Criteria	Desirable Criteria	Method of Assessment/ Source of Information
Key Skills & Abilities	<ul style="list-style-type: none"> • Ability to provide classroom cover – within agreed parameters – in the absence of the class teacher • Ability to consistently and effectively implement agreed behaviour management strategies • Ability to use language and other communication skills that pupils can understand and relate to • Able to converse at ease with customer and provide advice in accurate spoken English • Ability to establish positive relationships with pupils and empathise with their needs • Ability to demonstrate active listening skills • Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs, encouraging the pupils to stay on task • Ability to monitor the pupils’ response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes • Ability to carry out and report on systematic observations of pupils’ knowledge, understanding and skills • Ability to assist in the recording of lessons and assessment as required by the teacher 		<ul style="list-style-type: none"> • Application/Interview



	<ul style="list-style-type: none"> • Ability to offer constructive feedback to pupils to reinforce self-esteem • Ability to work effectively and supportively as a member of the school team • Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc. 		
Education & Qualifications	<ul style="list-style-type: none"> • A good standard of education particularly in English and Mathematics 	<ul style="list-style-type: none"> • NVQ Level 3 for Teaching Assistants or equivalent 	<ul style="list-style-type: none"> • Application/Interview
Knowledge	<ul style="list-style-type: none"> • Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment • Knowledge of SEN Code of Practice • Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the pupils 		<ul style="list-style-type: none"> • Application/Interview
Experience	<ul style="list-style-type: none"> • Experience of supporting children in a classroom environment, including those with special educational needs • Experience of using Information Technology to support pupils in the classroom 		<ul style="list-style-type: none"> • Application/Interview
Personal Attributes	<ul style="list-style-type: none"> • Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge • Willingness to maintain confidentiality on all school matters 		<ul style="list-style-type: none"> • Application/Interview