**Rye College, Part of Aquinas**

[**www.aquinastrust.org**](http://www.aquinastrust.org)

**Application Pack**

**Teaching Assistant – Level 3**

**As soon as possible 2023**

Teaching Assistant – Level 3

Rye College is seeking to appoint an enthusiastic, energetic and adaptable Teaching Assistant Level 3 to join our highly-motivated team. We are driven by a pursuit of high academic standards regardless of background and a desire for all pupils to experience an exceptional education. We want every child to grow and flourish in our care.

Our ideal candidate will:

* Have experience, or interest, in working as a Teaching Assistant Level 3
* Be inclusive in their practice with high expectations of all
* Have the ability to demonstrate active listening skills
* Consistently and effectively implement agreed behaviour management strategies
* Provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils’ needs, encouraging the pupil to stay on task
* Have good communication skills with the ability to work as part of a team, and
* Be a dedicated practitioner with commitment to pupil progress and continual improvement

In return, we offer:

* A happy community committed to the professional development of all colleagues
* A distinctive local context ensuring we place inclusivity at the heart of all we do
* A skilled and experienced team of teachers and other professionals
* A motivated leadership team leading rapid improvement to the pupils’ life chances
* A school in which the pupils are enthusiastic, engaging and thoughtful
* The support of professionals from within an exciting and outward facing educational trust

We would be pleased to welcome you for an informal visit to our school prior to application.

Rye College is committed to safeguarding the young people in our care and we expect all our staff to share this commitment. The successful applicant will be required to undergo an enhanced DBS check.

As an employee of the Aquinas Church of England Education Trust, you are required to have regard to the character of the Trust and its foundation and to undertake not to do anything in any way contrary to the interests of the foundation.

September 2023

Dear applicant,

On behalf of our students, colleagues and trustees, I would like to thank you for your interest in a position at Rye College. I hope you find the application pack both helpful and informative.

There is a long tradition of education in Rye that goes back to the foundation of the Grammar School in 1636. We are proud to be a significant chapter in the ongoing story of nearly four hundred years of learning in this ancient town.

There is significant transformational change to improve the standard of education and facilities at Rye College – ideal for ambitious and talented individuals to truly make a difference and build upon our most recent OfSTED good grading. Having seen an impressive rise in progress and attainment outcomes over the last few years, we continue to focus on delivering academic excellence with a commitment to high-quality pedagogy and teacher training. At present, we are focused on instilling a sense of responsibility in all our students – a sense of ownership of their learning, of their schools, of their actions and of the consequences. In today’s complex world, children need both the knowledge and skills to compete in a global market place but also need a sense of their humanity – the ability to respect, to empathise and to be caring and compassionate people.

We are looking to recruit an experienced individual to our associate team who wants to raise standards and continue our transformational journey through the creation of a vibrant and innovative environment. Central to this is an ability to work in partnership with our families and other professionals to continue our mission to build amazing schools that deliver excellence for every one of our young people.

In your application, please outline why you would like to join us, how you meet the person specification and what might make you irresistible. We value honesty.

I look forward receiving your completed application.

With thanks,



Dom Downes

Headteacher

# The Application Process and Timetable

## Closing Date

You are invited to submit an application form outlining your suitability for the role against the person specification and job description.

* Closing date for applications: Tuesday 3rd October 2023

## Short Listing

The candidates selected for interview will be informed after short listing and full details of the interview programme will be provided.

## Interviews

Candidates will be invited for interview.

* Interviews: Wednesday 4th October 2023 onwards

## Appointment

All candidates will be contacted following interview.

* Appointment to commence: As soon as possible

## Applying

Please send your letter of application by email to hrassistant@ryecollege.co.uk for the attention of the Headteacher. Alternatively, submit your application to **HR Assistant, Rye College, The Grove, RYE TN31 7ND.**

Please note a signed copy of your application form will be required prior to interview.

Shortlisted candidates will be asked to bring appropriate identification with them to interview. For the purpose of DBS clearance, only copies of the successful applicant’s identification will be retained.

All candidates should provide two references. Permission should be sought prior to including any referee on your application form. Shortlisted candidates may have their references taken-up before any interview – unless explicitly requested in your application.

# Job Description

## Details

**Remit: Teaching Assistant Level 3 (Term time only)**

**Hours: 30 hours per week, 39 weeks per year**

**Salary:** **ESCC Single Status Scales, Grade 4 Point 9 (FTE: £21,189 p.a.)**  
 **Pro Rata: £15,025.32p.a.**

**Accountable to: SENCO/Inclusion Manager**

## 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 delivery of SEND support and the management/preparation of resources. To support other teaching assistants in the school.

## Key Tasks

* To act as a point of reference for other staff experiencing problems or needing advice
* To work with the teaching staff to establish an inclusive learning environment
* To work with the teaching staff in lesson planning, evaluating and adjusting lessons/work plans as appropriate
* To monitor and evaluate students’ responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives
* To use specialist (curricular/learning) skills to support students
* To assist with the development and implementation of ANP /Support Plans /EHCPs
* To establish productive working relationships with students, acting as a role model and setting high expectations
* To promote the inclusion and acceptance of all students across the college
* To support students consistently whilst recognising and responding to their individual needs
* To encourage students to interact and work co-operatively with others and engage all learning activities
* To promote independence and employ strategies to recognise and reward achievement and self-reliance
* To implement literacy and numeracy programmes and make effective use of opportunities provided by other learning activities to support the development of literacy and numeracy skills
* To support the use of ICT in learning activities and develop students’ competence and independence in its use
* To determine the need for, prepare and maintain general and specialist equipment and resources
* To provide feedback to students and staff in relation to progress and achievement
* To provide objective and accurate feedback and reports as required, to feed into ANPs/Support Plans and EHCP reviews, ensuring the availability of appropriate evidence
* To be responsible for keeping and updating records as agreed with the inclusion team, contributing to the review of systems/records as requested
* To promote positive values, attitudes and good student behaviour, dealing promptly with conflicts and incidents in line with established policy and encourage students to take responsibility for their own behaviour
* To liaise sensitively and effectively with parents/carers, as agreed with the Assistant Head of Inclusion / SENCo, within your role/responsibility and participate in feedback sessions/meetings with parents as directed
* To administer and assess routine tests and invigilate exams/tests
* 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
* To supervise students on visits, trips and out of school activities as required
* To be willing to support playground/break time supervision e.g. educational games, homework clubs etc (within employed hours)
* To provide general clerical/administrative support e.g. administer coursework, learning resources for agreed activities etc
* To be prepared by contacting staff to look at work and activities in advance of the lesson (within employed hours).
* To attend and participate in regular meetings
* To participate in training and other learning activities offered by the school and county to further knowledge (within employed hours)

## Duties and responsibilities:

* To establish supportive relationships with identified students;
* To promote the acceptance and inclusion of students with SEN, encouraging these students to interact with each other and others in an appropriate and acceptable manner;
* Determine the intervention strategies to be used to manage the behaviour of students with behavioural or emotional difficulties with the SENCO / Assistant SENCO and liaise with the Student Hub on the effectiveness of these interventions;
* To assist the Student Hub with SEND students as necessary;
* To liaise with outside agencies, such as ESBAS, as necessary;
* Monitor the student’s response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes;
* Give feedback on a student’s individual achievement in order to reinforce and develop self-reliance and self-esteem;
* To support the student(s) in developing social skills both in and out of the classroom;
* Gather evidence of identified students’ knowledge, understanding, behaviour and skills under the direction of the SENCO / Assistant SENCO;
* Provide feedback on the student(s)’ learning and behaviour to the teacher/SENCO / Assistant SENCO, including feedback on the effectiveness of the behaviour strategies adopted;
* When working with a group of students, use group dynamics to promote group effectiveness and support group and individual performance;
* Foster links between home and school and keep the school and families informed of all relevant information;
* Be aware of confidential issues linked to home/student/teacher/school;
* Contribute towards reviews of student(s)’ progress as appropriate;
* Comply with legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment;

**TA3 additional responsibilities**

• To assist with the organisation of support in lessons.

• To respond to staff requests for TA support in lessons.

• To inform teaching staff when TAs will be absent from their lessons.

• To assist with the organisation of small group interventions and deliver interventions as directed by Assistant Head of Inclusion / SENCo

Exam concessions;

• To preview exam timetables and provide support for students who have exam concessions.

• To ensure attendance of TA support at exams.

• To assist with the management the arrangements for students receiving exam concessions.

• To liaise with the exams officer for the collection and delivery of test papers.

• To confirm room bookings for exams.

• To arrange for students who have exam concessions to have the same support during in-class assessments.

Other:

• To place orders for the stationary and equipment needed by TAs.

• To check that all TAs are present at the staff meeting point in case of a fire alarm.

• To carry out the above duties in accordance with the Education Department’s Equal Opportunities Policy.

## Safeguarding

* Our school is committed to the safeguarding and promotion of the welfare of all children and young people in our care. All colleagues have a key role and responsibility in this area.

## Review

This job description will be reviewed at least once per year and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the establishment in relation to the post holder's professional responsibilities, duties and grading.

# Person Specification

## Teaching Assistant

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| --- | --- | --- |
| **[a] KEY SKILLS & ABILITIES** | **Essential or Desirable** | |
| Ability to use language and other communication skills that students can understand and relate to | | E |
| Ability to establish positive relationships with students and empathise with their needs | | E |
| Ability to demonstrate active listening skills | | E |
| Ability to consistently and effectively implement agreed behaviour management strategies | | E |
| Ability to provide levels of individual attention, reassurance and help with learning tasks as appropriate to students’ needs, encouraging the student to stay on task | | E |
| Ability to monitor the students’ response to the learning activities and, where appropriate, modify or adapt the activities as agreed with the teacher to achieve the intended learning outcomes | | E |
| Ability to carry out and report on systematic observations of students’ knowledge, understanding and skills | | E |
| Ability to assist in the recording of lessons and assessment as required by the teacher | | E |
| Ability to offer constructive feedback to students to reinforce self-esteem | | E |
| Ability to work effectively and supportively as a member of the school team | | E |
| Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities etc | | E |
| Ability to use language and other communication skills that students can understand and relate to | | E |
| Ability to establish positive relationships with students and empathise with their needs | | E |

|  |  |  |
| --- | --- | --- |
| **[b] EDUCATION & QUALIFICATIONS** | **Essential or Desirable** | |
| A good standard of education particularly in English and Mathematics | | E |

|  |  |  |
| --- | --- | --- |
| **[c] KNOWLEDGE** | **Essential or Desirable** | |
| Knowledge of the legal and organisational requirements for maintaining the health, safety and security of yourself and others in the learning environment | | E |
| Knowledge of SEN Code of Practice | | E |
| Knowledge of strategies to recognise and reward efforts and achievements towards self-reliance that are appropriate to the age and development stage of the students | | E |
| A good standard of education particularly in English and Mathematics | | E |

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| --- | --- | --- |
| **[d] EXPERIENCE** | **Essential or Desirable** | |
| Experience of supporting children in a classroom environment, including those with special educational needs | | D |
| Experience of using Information Technology to support students | | D |

|  |  |  |
| --- | --- | --- |
| **[e] PERSONAL ATTRIBUTES** | **Essential or Desirable** | |
| Willingness to participate in further training and developmental opportunities offered by the school and county, to further knowledge | | E |
| Willingness to maintain confidentiality on all school matters | | E |
| To be positive and proactive when championing students with additional needs. | | E |

## Health & Safety Functions

This section is to make you aware of any health AND safety related functions you may be expected to either perform or to which may be exposed in relation to the post you applying for. This information will help you if successful in your application identify any health related condition which may impact on your ability to perform the job role, enabling us to support you in your employment by way of reasonable adjustments or workplace support.

|  |  |
| --- | --- |
| Using display screen equipment | **X** |
| Working with children/vulnerable adults | **X** |
| Moving & handling operations |  |
| Occupational Driving |  |
| Lone Working |  |
| Working at height |  |
| Shift / night work |  |
| Working with hazardous substances |  |
| Using power tools |  |
| Exposure to noise and /or vibration |  |
| Food handling | **X** |
| Exposure to blood /body fluids | **X** |

Benefits of Working with Aquinas

## Treating you as a professional...

**Aquinas is committed to national and local agreements affecting employment** as contained in the Burgundy Book (Conditions of Service) for teachers and Green Book (National Joint Council) for associate colleagues unless superseded by statute or revised editions, or by local provisions.  This includes salary scales; period of notice and end of contract; maternity, paternity and adoption leave; leave of absence; and annual leave.

## ****Training you throughout your career****

**Aquinas offers colleagues a unique 'Five Stage Career Plan'** which includes specific courses for NQTs; NQTs +1 (NQTPlus); Teachers (AquinasTeach); Leaders (AquinasLead) and Professionals at qualification stage (e.g. NPQH). These courses have been uniquely crafted to re-enforce our distinctive ethos and support colleagues in their roles across the trust.

## Keeping you fit and healthy…

**Working with us gives you discounted membership with Freedom Leisure Centres.** Freedom Leisure offers something for everyone, whatever you enjoy doing or your level of fitness. Whether you love the gym, group exercise classes, swimming or playing sports, their memberships have you covered!

## ****Helping you stay relaxed...****

**Working with us gives you discounted access to a range of leisure activities.** CSSC is an exclusive membership for public sector employees. For less than a fiver a month, families and individuals can save much more on a range of pursuits including…

* Free entry to 280 [English Heritage](https://www.cssc.co.uk/national-offers/english-heritage-free-entry/) sites for you and your family;
* Cinema tickets from £5 including all top chains;
* Reduced price days out, trips and theme parks;
* [Subsidised](https://www.cssc.co.uk/subsidies/) sports training and entry into select events;
* Special offers on new and used vehicles;
* Discounts in high street shops, on holidays, eating out and more.

## Looking after your well-being…

**We believe well-supported, valued colleagues with a clear and shared purpose are best placed to provide for the emotional well-being of children in their care.** Provided by Health Assured, our ‘Employee Assistance Programme’ is intended to help colleagues deal with personal problems that might adversely impact work performance, health and well-being. Typically support may include assessment, counselling and referral for individuals or their family.

**Supporting you with childcare...**

**Rye Community Primary School, Starfish Pre-school provides affordable high quality childcare for the under-fives** – accessible to all. Aquinas employees benefit from a 10% discount on full-time and part-time child care at our term-time pre-school between 8am and 5pm. Starfish Pre-school: “Where the journey begins…”