

Role of KS3 Higher Level Teaching Assistant – Mathematics Intervention

The Governors are seeking an exceptional candidate to join our team of Learning Support Assistants at Chichester Free School, which opened in September 2013. We require a Higher Level Teaching Assistant who is able to support the learning of our Year 7, 8 and 9 students by helping to plan and deliver Mathematics intervention and support for individuals and small groups of students, in or out of the classroom.

Salary will be commensurate with experience and in the range £16,000 - £22,000 pro rata. The post is term time only for 37.5 hours a week starting September 2015.

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 is the 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.

In 2013 we opened with Reception and Years 1, 3, 7 and 8 and will grow year on year until we are at capacity in around 2019 with 1170 pupils with pupils aged 4 to 19. Chichester Free School is one of 10 all through schools which opened in September 2013.

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 will 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.

Role description

The person appointed to this post will be expected to provide support in the following ways:

a) Principal Responsibilities:

- To deliver a range of high level specialist interventions to individual or small groups of pupils who are underachieving in Mathematics
- Support Mathematics teachers within the classroom and help to facilitate the active participation of the KS3 children in the social and academic activities of the school.
- Contribute to raising standards of achievement for all pupils.
- To give support to other staff in KS3
- To implement and support the daily routines within KS3

b) Main duties and tasks:

- To liaise with the Mathematics department and SENCO to help plan the Mathematics intervention programme
- To contribute to the development and provision of a high quality learning environment, which will meet the individual and collective needs of all children
- To regularly evaluate the children's development and contribute to record keeping
- To track the progress of pupils whose progress or attainment in Mathematics is below that expected
- To support all school staff towards maintaining a good team working relationship
- To liaise with parents where necessary
- To work alongside the KS3 staff team

c) Supporting the Children

Supporting children with their learning and personal development both individually and in groups by:

- delivering intervention programmes
- clarifying and explaining instructions, tasks and learning
- ensuring children have access to the appropriate materials and equipment
- motivating and encouraging
- fostering good behaviour and care and consideration for others
- 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

d) Supporting the Teacher

Supporting the teacher (and other professionals as appropriate) by:

- assisting in the development of suitable programmes of support and teaching resources for children, including those with identified special educational needs
- supporting teaching and learning by working with identified children and focus groups
- supporting staff in the planning of differentiated activities for the classroom. This will be for all focus groups, including our most vulnerable and our gifted and talented
- contributing to the assessment of children's learning and the maintenance of records
- contributing to reviews (both statutory and non-statutory) of the children's progress
- participating in the evaluation of the support programmes
- providing regular feedback about the children to the class teacher
- keeping appropriate records as required e.g. behaviour logs, group registers, progress data etc
- supporting special class events and visits
- support the development and maintenance of the learning environment and the presentation of children's work
- carrying out a range of other administrative and clerical tasks for teachers e.g. photocopying, inputting assessment data etc.

e) 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
Knowledge and Experience	<ul style="list-style-type: none"> • Experience of working within an educational setting • Experience of working with pupils with additional needs • Experience of working with SENCo • Knowledge of strategies that help pupils to learn Mathematics • An understanding of the role of teaching assistant and other professionals working in the classroom • Awareness of and compliance with school procedures and policies, including child protection and reporting any concerns as appropriate • Experience of working within KS3 	<ul style="list-style-type: none"> • Understanding the principles of child development and learning processes • Knowledge of national curriculum and other learning programmes • Knowledge of supporting schools in applying for additional time in exam situations
Skills and Abilities	<ul style="list-style-type: none"> • Ability to act on own initiative • Ability to motivate and encourage children • Ability to observe and monitor progress, and maintain records • Ability to work from instructions and own initiative • Able to maintain confidentiality • Willingness to participate in training and performance management, including self-evaluation of learning needs • Ability to teach a small group of children • Ability to deal with behavioural needs • Ability to keep issues in 	<ul style="list-style-type: none"> • Ability to deliver Individual Educational Plans

	<p>perspective</p> <ul style="list-style-type: none"> • Pro-active in supporting pupils in class • Willingness to support additional on and offsite educational activities • Willingness to assist and participate in the wider aspects of school life 	
Qualification and training	<ul style="list-style-type: none"> • Good general knowledge of English and Mathematics to GCSE level (c) or equivalent • IT literate • Level 3 TA qualification or equivalent 	<ul style="list-style-type: none"> • HLTA status • First Aid training • Appropriate qualification related to working with children, Level 3 NVQ or equivalent. • Degree or A levels in Mathematics or a related subject
Personal Qualities	<ul style="list-style-type: none"> • A deep and passionate commitment to the values and ethos of Chichester Free School • Developing and sustaining a learning culture that has the Chichester Free School ethos at its core • High expectations and standards of achievement for all • Suitability to work with children • Evidence of commitment to promoting the health, welfare and safeguarding of children • Good communication skills with both adults and children • Calm and patient • Caring • Resilient and realistic • Motivated • Non judgemental • Positive role model • Team player • Flexible attitude • Smart and professional image 	

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 must obtain List 99 clearance and DBS clearance at enhanced level.

Free School Status

Chichester Free School benefits from the same freedoms and flexibilities as academies, including:

- the ability to set our own pay and conditions for staff.
- freedom from following the National Curriculum.
- greater control of our budget.
- freedom to change the length of terms and school days.
- freedom from local authority control.
- appointing teachers who will not necessarily need to have Qualified Teacher Status.

We are subject to the same Ofsted inspections as all state schools and are expected to maintain the same rigorous standards.

Governance and Management

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.

The Governing body of the Trust is accountable to the trust members and currently consists of 9 Governors all of whom are also the statutory directors for Companies Act purposes. In due course the Board will expand to include a minimum of two parent Governors. The Governing Body is chaired by Mr Stephen King with Mr Simon Webber as Vice-Chair and Finance Governor. The Board includes experts in education, finance, legal, HR, marketing and property and delegates who function with responsibility to a number of committees and report back to the full Board as required under their terms of reference.

There will be approximately 76 teaching staff and 45 support staff when the School is fully open.

Our Vision

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

Unlike any other state school in the county, we provide a seamless education from age 4 to 19. Experience shows us that there is disparity between primary and secondary teaching approaches and there are negative effects around transition from Year 6 to Year 7. The school will be two-form entry throughout Reception and KS1 and KS2 and four-form entry throughout KS3 and KS4. We will also accommodate 150 students into our 6th Form.

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

Our faith in children’s learning stems from our faith in the quality of teaching that occurs in our school. We will recruit proven individuals who we regard as being absolutely the best person to teach. Through a robust process of performance management our staff will receive guidance and support to ensure they continue to do their very best. We hope all our staff will feel honoured to be part of Chichester Free School.

We believe that a good education is not just about qualifications

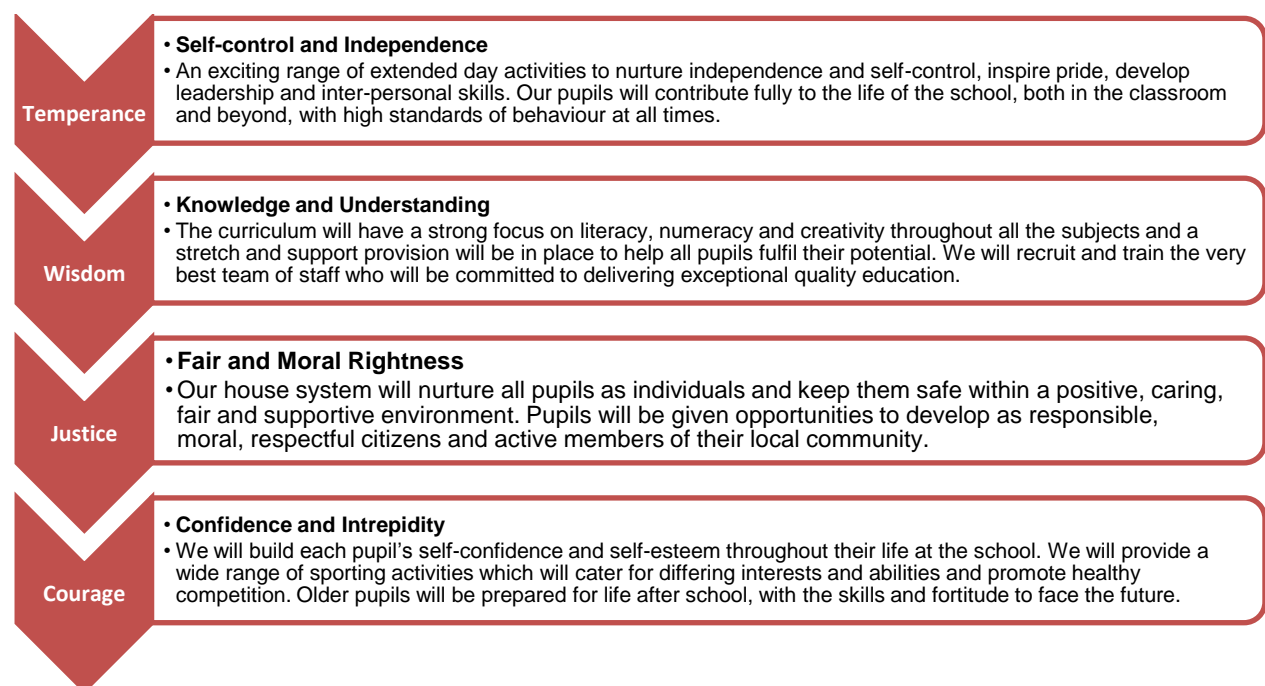
We have talked to many local businesses who are not satisfied with the standards of school pupils either on work experience or applying for jobs. We know that personal skills such as appearance, good speaking and listening skills, common sense, a resilient and hardworking attitude and ambition are often lacking. Our innovative Community and Skills Curriculum will focus on these qualities and ensure that every child is ready and equipped for their future after school.

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

We follow the new schools admission code however we do not include a catchment area as we believe families should have freedom of choice. Unlike all the other schools in our local area, we absolutely do not want a family's background, location or faith to be a barrier to their child's success. A lottery approach will take place instead.

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.

What Do We Want To Achieve?

Chichester Free School aims to prepare its pupils for their future by giving them not only the necessary qualifications but the vital personal and employability skills they will need to lead successful and fulfilling lives. Every pupil will achieve their academic potential.

Success Criteria - Every Pupil Will:

- take part in at least two after school clubs.
- participate in a school public speaking event by the time they leave.
- take part in the School Leadership Award Scheme.
- receive life-coaching through our Youth Coaching programme.
- have a detailed careers information and advice guidance programme.
- complete a work-based placement.

In addition, 95% of our pupils will go onto some form of continuing education or workplace training.

Every pupil will be an active member of the community.

Success Criteria

- All pupils will complete their Chichester Free School Passport.
- All pupils will take part in the school volunteers scheme.
- All pupils will take part in the Duke of Edinburgh Award scheme, Combined Cadet Force or similar.

Structure of the School

We believe that providing our local area with a co-educational 2-form entry primary and 4-form entry secondary plus a small 6th Form of approximately 150 pupils is necessary to achieve our overall aims.

	2013	2014	2015	2016	2017	2018	2019	2020
Reception	60	60	60	60	60	60	60	60
Year 1	30	60	60	60	60	60	60	60
Year2		30	60	60	60	60	60	60
Year 3	30		30	60	60	60	60	60
Year 4		30	30	30	60	60	60	60
Year 5			30	30	30	60	60	60
Year 6				30	30	30	60	60
Year 7	60	90	120	120	120	120	120	120
Year 8	30	60	90	120	120	120	120	120
Year 9		30	60	90	120	120	120	120
Year 10			30	60	90	120	120	120
Year 11				30	60	90	120	120
Year 12				50	50	75	75	75
Year 13					50	50	75	75
Totals	210	360	540	770	940	1085	1170	1170

Our Curriculum

Our curriculum has two distinct features, which combine to underpin, support and shape our education plan:

<p>A rigorous programme of <u>traditional academic</u> subjects, establishing depth before breadth, which will be supported and complemented by our <u>creative curriculum</u>,</p>	<p>A far-reaching <u>Community & Skills Curriculum</u> to teach pupils essential skills and strategies for life, study and work.</p>
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These two curriculum features are complementary. They are designed, in principle, to provide balance and equality, so that the curriculum is accessible to each and every pupil, regardless of their background and ability.

As a result of our curriculum our pupils will become life-long learners, be independent, confident and hard-working and know what it is to enjoy a commitment to their chosen future path.