



# Teaching & Learning Support Assistant

Application pack



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## Principal's introduction

Thank you for your interest in our school and the post of teaching and learning support assistant at Caroline Chisholm School. Our school is a dynamic and heavily oversubscribed all-through academy which covers an age range from 4 to 19. The school caters for over 2000 students across our Primary phase, Secondary phase and Sixth Form.

We are currently seeking teaching & learning Support Assistants for our all-through school. The successful candidates will be highly motivated individuals who have outstanding experience and/or potential. Our new team members will be expected to motivate and inspire students, staff and parents to develop and promote a culture that challenges students to achieve at the highest levels.

As a Teaching & Learning Support Assistant within our fully inclusive, all-through learning community, your role will be to nurture, support and challenge the academic and personal, social and emotional development of our children and young people, enabling them to become ambitious, confident, and successful young adults as they progress into the next stages of their lives.

It is a busy and exciting time at Caroline Chisholm. We are delighted that our long-awaited Ofsted review resulted in a 'Good' outcome with 'Outstanding' in our early years provision. We aim to continue to rapidly improve to become one of the highest performing schools in the Northamptonshire area.

As a Teaching and Learning Support Assistant at our school, your role will be instrumental in continuing to push our students to reach their full potential and challenge them to become ambitious, confident, and successful young adults as they progress into the next stages of their lives.

My vision for the school is that it becomes a centre of excellence in developing innovative teaching as well as being a school that focuses on developing success, confidence and ambition in all our students. It is therefore important that the successful candidate has a true passion and determination for developing teaching and learning, coupled with a drive to deliver outstanding outcomes for our students.

If you feel that our school ethos fits your ambitions, we would very much like to hear from you. This position is available immediately.

Regards,

A handwritten signature in dark ink, appearing to read 'D J' followed by a long horizontal stroke ending in a small loop.

David James  
Principal

## Digital learning

Prior to the pandemic, the school made the decision to equip all students in secondary phase (Year 7-11) with pen enabled laptops. These devices were rolled out at the start of the 2020-21 academic year.

Students from Y7-13 also have their own dedicated device storage locker.

Students in primary phase, we have a 1 to 2 laptop policy with students having access to a touch enabled laptop.

Sixth form students are expected to bring their own device to school – although devices are provided to students if these are needed.

Classroom based staff are provided with their own device, either in the form of a pen enabled laptop or an iPad.

In total we have around 1900 portable devices managed by the school system, with the addition of another 300 desktop devices managed on the wired network. Giving us a network of well over 2100 devices.





Digital learning has become increasingly used within the school; use of Microsoft Class Notebook is augmented with the use of Microsoft Teams.

Student mobile devices are monitored extensively using the SENSO safeguarding system which allows classroom teachers to monitor students work in real time.

Our digital infrastructure is strong, we have a 2Gb/s internet connection and a state of the art

"Wireless 6" network that covers all teaching spaces.

We have a team of 3 specialist and highly trained network technicians who are responsible for IT infrastructure across the school.

There is considerable strength in the school in using and developing the use of digital technology, with each subject area in secondary developing their expertise in how digital technology can be used effectively.



## Our school

We are an oversubscribed, academically successful school that strives to develop young people into ambitious, extraordinarily successful, happy, and resilient young adults.

We make learning enjoyable from reception right up to the sixth form. We provide a challenging academic curriculum, coupled with an incredibly supportive pastoral system that values the strengths and talents of the individual student.

Since our opening in 2004, we have progressed as a school to offer both incredible facilities and teaching. In January 2020, we welcomed a visit from Ofsted and were awarded a 'Good' status. They were keen to note that,

**“Pupils are well supported for their next steps in education and training. Opportunities for extra-curricular activity are highly regarded. These include a wide range of sports, dance, drama and visual arts.”**

Ofsted, 2020

Extra-curricular involvement is not considered an “add on” at our school.

Engagement in sports, the arts, school trips and out of class activities allow us to build the qualities of determination, commitment, courage, compassion, and enterprise that we value as a school.

Our purpose-built, state of the art, all through (4-19) provision makes us school a school for the 21<sup>st</sup> Century.

You can be assured that we will work hard to look after all students to unlock their potential and provide every opportunity to make their time with us fun, engaging, rewarding and successful – so that they can be the best they can be.



## Our vision and values

Our school is a safe, secure, and inspirational learning environment at the heart of our community where everyone is equally valued and respected - a community built on:

### Ambition

By developing the school culture, where everyone:

- strives to be the best they can become
- aspires to ambitious goals
- nurtures and supports

### Confidence

Where everyone develops self-belief by:

- overcoming challenges
- taking calculated risks
- upholding our shared values

### Success

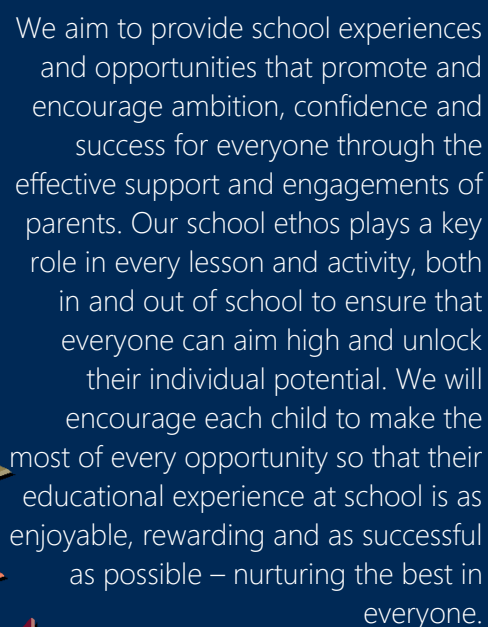
Where everyone is inspired to:

- become a high performing learner
- embrace a range of rich and diverse opportunities
- celebrate achievement in all its forms

Academic attainment across all phases is consistently above national averages and in 2019, 83% of students obtained the expected standards in reading, writing and maths at the end of Key Stage 2. In addition, 78% of students obtained grade 4+ in both English and maths at GCSE.

Our school ethos 'Everyone, Every Lesson, Every Opportunity' carries across all phases of our school. If our ethos fits with your ambitions, we would very much like to hear from you.

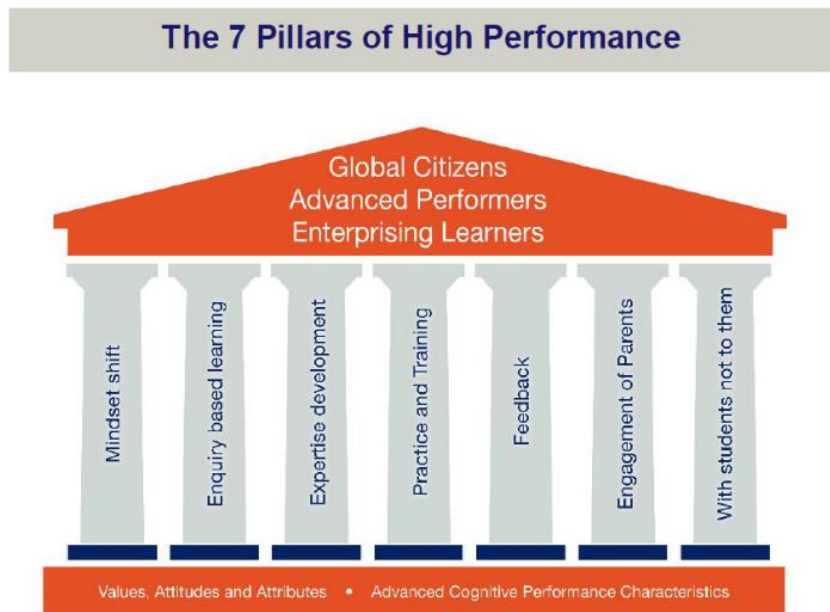
The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post will be subject to an Enhanced DBS Disclosure. All applicants should read the school's Child Protection and Safeguarding Policy (which is available on our website) and are required to declare any information, as requested, on the online application form.



We aim to provide school experiences and opportunities that promote and encourage ambition, confidence and success for everyone through the effective support and engagements of parents. Our school ethos plays a key role in every lesson and activity, both in and out of school to ensure that everyone can aim high and unlock their individual potential. We will encourage each child to make the most of every opportunity so that their educational experience at school is as enjoyable, rewarding and as successful as possible – nurturing the best in everyone.

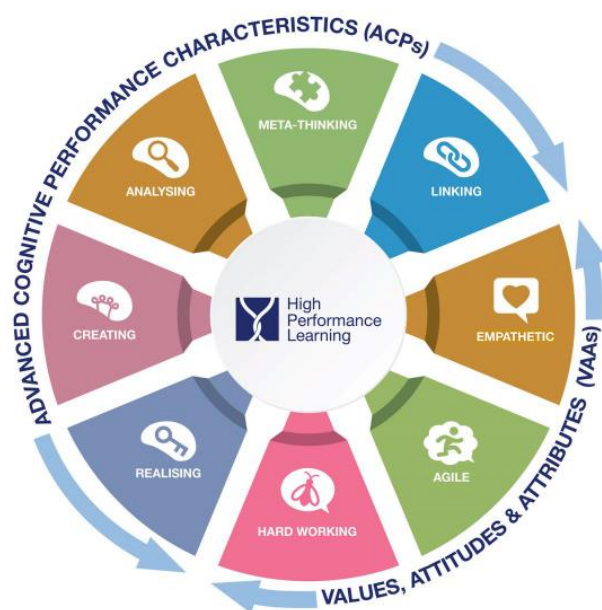
# High Performance Learning

Our approach to Teaching and Learning is driven by the "High-Performance Learning Framework". The framework is a practical method for schools and teachers to develop their students' intelligence. At the basis of the framework are the "Advanced Cognitive Performance Characteristics (ACPs)" and "Values, Attitudes and Attributes (VAAs)" that students can develop to become high performers.



The background to the "High-Performance Learning" philosophy is our growing understanding of how to create more high performing students. This requires a decisive move away from expecting only a small proportion of students to be able to achieve academic success and towards expecting high performance to be the norm in the school.

We are proud to be recognised as a World Class School for High Performance Learning (HPL). This award is a prestigious, globally recognised award that celebrates the achievements of schools which are amongst the best in the world. Achievement of the award is a confirmation of the school's ability to provide an exceptional level of education for its students; using the High-Performance Learning approach to enable them to reach high levels of academic performance.



- We believe that everyone in the school, regardless of background or starting point, can achieve the highest academic standards.
- Every member of staff works hard to ensure that students will be equipped with the values, attitudes and attributes that will serve them well in their next endeavours - be that university, apprenticeship, the workplace, and their lives.

Staff joining are given CPD and support to help them implement the High-Performance Learning Framework in their own classroom as part of our induction programme.

## How to apply

To apply, please complete the online application form and attach a supporting statement to tell us about your experience and suitability for the post with reference to the attached job description and person specification.

If you have any immediate questions, or you are interested in visiting the school prior to application, please do not hesitate to email Sarah Stowey, Director of HR using email address: [sstowey@ccs.northants.sch.uk](mailto:sstowey@ccs.northants.sch.uk)

Please note that all applications must be submitted by **4pm on Friday 2nd December 2022**.

If you have not heard from the school within 2 weeks of this deadline, please assume that your application has not been successful on this occasion. References will always be requested before interview.

### Interview

- Interviews for the post will take place w/c **5th December 2022**.
- The school reserves the right to interview strong candidates at an earlier date to ensure we secure the best person for the post.



## Job Description      Teaching and Learning Support Assistant

Responsible to:	Assistant Principal
Hours per week:	32.5, 39 weeks per year
Salary:	Grade D 3 – 4 FTE rate: £20,812 - £21,190 pro rata per annum £15,653.87 – 15,938.18 (A higher salary is paid for those with post 5 years continuous service)

## Main Duties and Responsibilities:

### Support for the pupils

- Support the academic achievement of pupils.
- Support the personal, social and emotional development of pupils.
- Provide positive feedback to pupils in relation to progress and achievement.
- Support individual pupil learning and personal development both within/outside the classroom environment as required.
- Attend to pupils' personal needs/care, and implement related personal programmes, including social, health, physical, hygiene, first aid and welfare matters as required.

### Support for the teacher

- Undertake structured learning activities and teaching programmes as directed.
- Create and maintain a purposeful, productive and inspiring learning environment.
- Prepare, provide and manage learning resources and equipment as required.
- Maintain records as requested.
- Administer routine tests and assessments as required.
- Ensure health and safety and good behaviour of pupils at all times.
- Communicate effectively with parents and teaching staff.

### Support for the school

- Contribute to the overall ethos and aims of the school.
  - Be aware of and comply with policies and procedures relating to child protection, health, safety, security and confidentiality, reporting all concerns to an appropriate person.
  - Be aware of and support differences and ensure all students have equal access to opportunities to learn and develop.
  - Appreciate and support the role of other professionals.
  - Attend and participate in relevant meetings as required.
  - Participate in training, other learning activities and performance management as required.
- Provide supervision of pupils during lunchtime and out of lesson times such extra – curricular activities, including educational trip and visits.

## Notes°

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

“Every teacher I have is incredibly passionate in the subject they teach. We engage with them, because they engage us. They want to be with us in the classroom.”

- Sixth Form Student



## Person specification

Person Specification - Teaching & Learning Support Assistant (TLSA)				
Essential / Desirable	Requirements	Assessment Criteria		
		Interview	Application	Appointed
	<b>Experience</b>			
D	Experience in working with children/young people		√	
D	Experience in supporting colleagues in an educational setting		√	
D	Experience in carrying out administrative or resource production tasks		√	
D	Experience in working to an agreed performance level and taking part in performance reviews		√	
D	Experience in working with children and young people with developmental and/or social and emotional difficulties		√	
	<b>Personal Qualities</b>			
E	Able to demonstrate outstanding interpersonal skills	√	√	√
E	Able to be an effective team player	√	√	√
E	Able to work effectively with diverse groups of people	√	√	√
E	Positive and caring approach to pupils	√		
E	Able to organise time efficiently and work to deadlines	√	√	√
	<b>Education, training and skills</b>			
E	Good education with minimum of grade 4/C pass in GCSE English and Maths or O Levels at Grade C or above.	√	√	
E	Competence in the use of ICT to a level appropriate to the post applied for	√	√	√
E	Able to communicate effectively using both the spoken and the written word	√	√	
E	Ability to prioritise own workload and make decisions for the best outcome for the role.	√	√	√
	<b>Applicable to all staff</b>			
E	Undertake training as required to fulfil the requirements of the role	√	√	
E	Genuine interest in the education of young people and ability to contribute more widely to the life and community of the school	√	√	
E	Play an active role in terms of safeguarding all students and adults	√	√	√



# Caroline Chisholm School



Ambition Confidence Success  
Everyone Every Lesson Every Opportunity