Teaching Assistant Application Pack

CHIPPING CAMPDEN SCHOOL
FOUNDED C.1440

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Welcome from the Principal

Thank you for your interest in this post. Choosing the right school in which to work is a very important decision, and the aim of this application pack is to provide you with sufficient information to support your consideration of whether you would be happy and motivated working with us over the coming years, to shape the future of our school and inspire our students to make academic progress that is within the top 15% of all schools nationally.

Chipping Campden School is indeed a very special place – unlike any other. What makes our school so special is its culture and ethos; something that has been grown since the school's formation in c.1440, enabling students to feel empowered in their learning and inspired to excel. The school has a very special place in my heart, having served at the school between 2003 and 2011 as a Teacher of mathematics, Head of Year and latterly Assistant Headteacher. Without doubt, having the opportunity to return to the school as Principal in 2023 is the proudest moment of my career. Having taught and led in a variety of other schools across the country, when I drive to Chipping Campden School each day, I know that I am very privileged to be coming to such a special place, with so many amazing people.

When you take a walk around our school, it is impossible not to feel a palpable buzz of excitement. There are so many opportunities for students to flourish, whether that be representing our school on the sports field, performing on stage in our state-of-the-art Performing Arts Centre, leading one of our Student Parliament Ministries or completing the Duke of Edinburgh Gold Award; our offering of co-curricular and extra-curricular activities is enormous.

We are unashamedly ambitious for all our students, enabling them to develop high aspirations and chase goals that perhaps at first, may seem a little daunting. It is only when we relentlessly pursue these high aspirations and settle for nothing less than our very best, do we enable our students to leave our school being able to successfully compete with their global counterparts, in whatever they choose to do at the end of, what for most, will be a seven-year partnership with us. As staff at the school, I believe it is our job to provide the expertise and environment to enable our students to do just that, supporting and challenging along the way.

I am also acutely aware of the current pressures on staff workload and the impact this can have on their wellbeing. I encourage you to take a read through

the range of staff benefits that we offer at our school (pages 5-6), including our tangible commitment to supporting staff in achieving an effective work/life balance.

If you decide to apply to support me in leading our school, you will be committed to working to high standards and will ensure these are replicated. Moreover, you will be joining a committed team of staff who make it their business to provide students with the very best opportunities and environment to be successful. The Inclusion Department has a team of Teaching Assistants who work closely with individual and small groups of students to address their SEN needs across all four broad areas of need in the code of practice. Along with supporting High Quality Teaching in the classroom, the Inclusion Department offers a range of targeted provisions and interventions, tracking and monitoring progress and evaluate outcomes

To explore the vacancy in more detail prior to applying, a conversation can be arranged with the Head of Inclusion SENCo nbuckingham@campden.school or HR Manager esmith@campden.school. Alternatively, please contact the school by telephone on (01386) 840216. In addition to this, a wealth of information about our school can be found on our website.

If you would like to apply for the post, please do so by completing both parts of our application form, which can be found on our website, by clicking here. Part 1 of the form (pages 3 and 4) provides a space for you to write about the relevant skills and experience that make you a suitable candidate for this post. This section is restricted to two pages (min. font 11) and should outline how your skills set and experiences to date are suited to the requirements of the person specification. Deadline for applications is Friday 20th March 2026.

I look forward to hearing from you.

Gareth Burton
Principal

Staff benefits

Every school is unique and ours is no exception. One of our unique selling points is the relatively high average length of service of our staff, and relatively low rate of staff turnover. Neither of these are by chance and are the product of staff feeling trusted, empowered and recognised for leading the roles they do. We feel that a mark of the outstanding school we are is symbolised by the number of staff who choose to send their children to be educated with us.

Below is a list of just some of the 'pull factors' that contribute to making our school a great place to work:

- An allocation of three, paid staff wellbeing days, where employees are not required to be in school.
- An average of 17.4 students per teacher (full-time equivalent)
- An iPad to use in school and at home, to enable seamless remote working, using cloud-based technology.
- Commitment to staff wellbeing through a variety of internal practices, designed to recruit and retain the very best staff.
- Work-life balance – three paid staff wellbeing days each year, where employees are not required to be in school
- Complimentary use of the school sports facilities, including gymnasium, swimming pool and fitness equipment.

- Comprehensive range of staff social events throughout the year.
- Cycle to Work scheme
- Freshly prepared and cooked food available on site
- Health and wellbeing support including access to an Employee Assistance Programme (including partners and dependents), confidential counselling services and support from our Staff Wellbeing Group, who meet regularly to ensure that our staff wellbeing is prioritised.

- Outstanding, tailored CPD
- Pension Scheme membership (Teachers Pensions or Local Government Pensions Scheme)
- Support in completing relevant external leadership development programmes.
- The school is located within the beautiful Cotswold town of Chipping Campden, with friendly businesses, including a wide range of restaurants and pubs.

Job description

Job Title:	Teaching Assistant
Reporting to:	SENCo; Assistant SENCo
Grade:	5, points 11-14
Contract:	Permanent, 38 weeks plus 15 hours CPD
Pattern of Work:	5 days per week Monday to Friday: 27.91 paid hours per week, inclusive of 15 hours paid CPD each academic year.

Job Purpose:

- To work under the instruction/guidance of Intervention Co-Ordinator / HLTA & teaching staff to support the delivery of quality learning and teaching and to help raise standards of achievement for all students
- To encourage the participation of students in the social and academic processes of the school and enable students to become more independent learners.
- To undertake work/care/support programmes to enable access to learning for students and to assist the teacher in the management of students and the classroom.

Main Duties:

- Duties and Responsibilities Support for Students, Teachers and the Curriculum
- Work in partnership with teachers and other professional agencies to provide effective support with learning activities
- Awareness of and work within school policies and procedures
- Support students to understand instructions, support independent learning and to promote the inclusion of all students
- Implement and contribute to planned learning activities/teaching programmes as agreed with the teacher, adjusting activities according to pupils' responses as appropriate
- Participate in planning and evaluation of learning activities & interventions with the teacher, HLTA & Interventions Co-ordinator
- Support the teacher in behaviour management and keeping students on task, based on the expectations for individual students
- Under the guidance of a teacher monitor, assess and record pupil progress/activities
- Provide feedback to students in relation to attainment and progress under the guidance of the teacher
- Support learning by arranging/providing resources for lessons/activities under the direction of the teacher and in line with health and safety requirements

- Support students in their social development and their emotional well-being, reporting problems to the teacher as appropriate
- Support students with SEND needs as appropriate
- Share information about pupils with other staff, parents / carers, internal and external agencies, as appropriate and in line with school policies and procedures
- Contribute to student's plans and reports
- Support the work of other teaching assistants in the classroom
- Support the use of ICT in the curriculum
- Work with student's not working to the normal timetable using Teacher's planning
- Undertake pupil record keeping and maintenance of records as requested
- Invigilate examinations and tests
- Assist in escorting and supervising pupils on educational visits and out of school activities
- Support student's learning through planned learning activities
- Support students in developing and implementing their own personal and social development
- Assist students with eating, dressing and hygiene, as required, whilst encouraging independence
- Assist students with a physical disability
- Provide support to students across the four broad areas of need and where English is an additional language

Support for the School:

- Be aware of and comply with policies and procedures relating to safeguarding/child protection, confidentiality and data protection, reporting all concerns to an appropriate person
- Show a duty of care to pupils and staff and take appropriate action to comply with health and safety requirements at all times
- Be aware of and support difference and ensure that all pupils have access to opportunities to learn and develop
- Contribute to the overall ethos, work and aims of the school
- Maintain good relationships with colleagues and work together as a team
- Appreciate and support the role of other professionals
- Attend relevant meetings as required
- Participate in training and other learning activities and performance development as required, including INSET days
- Demonstrate and promote commitment to equal opportunities and to the elimination of behaviour and practices that could be discriminatory

Person specification

Education and qualifications	Essential (E) or Desirable (D)	Application (A), Interview (I) or Reference (R)
GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and Math's	E	A
Emotional literacy support assistant qualification	D	A
Professional knowledge and experience	**Essential (E) or Desirable (D)**	**Application (A), Interview (I) or Reference (R)**
Experience working in a school environment or other educational setting	D	A/I
Experience working with children / young people	E	A/I/R
Experience planning, delivering or assisting learning activities	D	A/I
Good literacy and numeracy skills	E	A
Good organisational skills	E	I
Ability to build effective working relationships with pupils and adults	E	I/R
Knowledge of how to help adapt and deliver support to meet individual needs	D	I
Subject and curriculum knowledge relevant to the role, and ability to apply this effectively in supporting teachers and pupils	D	I
Excellent verbal communication skills	E	I
Active listening skills	E	I
The ability to remain calm in stressful situations	E	A/I/R
Good ICT skills, particularly using ICT to support learning	E	A/I
Understanding of roles and responsibilities within the classroom and whole school context	D	I
Traits and competencies	**Essential (E) or Desirable (D)**	**Application (A), Interview (I) or Reference (R)**
Committed to and good understanding of Safeguarding and Child Protection practice and procedure	E	A/I
Able to carry out routine tasks without close supervision	E	I
Able to identify, prioritise and deal with issues as they occur	E	A/R

A 'self-starter' with the ability to motivate self, prioritise effectively and meet deadlines	E	I/R
A confident communicator	E	I/R
Someone who is: • Willing to work outside of normal hours if required • Flexible and adaptable to changing circumstances Enthusiastic, approachable and team spirited	E	I
Willing to be involved in and contribute to the development of the department and extra-curricular activity	D	I
A commitment to getting the best outcomes for all pupils, and promoting the ethos and values of the school	E	A/I
Team orientated	E	I
Resilient, positive, forward-looking and enthusiastic about making a difference	E	I
Capacity to inspire, motivate and challenge children and young people	E	I

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