



Teaching Assistant Level 3 Vacancy

Grade 6

Required from May 2023

That person is

like a tree

planted by streams of water, which

yields its fruit

in season and whose leaf
does not wither

whatever they do

prosper.

Psalms 1:3



A LETTER FROM THE HEADMASTER

Dear Colleague,

Thank you for expressing an interest in applying for the position of **Teaching Assistant Level 3** at St Christopher's. This vacancy will provide the successful candidate with the opportunity to work in a very strong Learning Support department and an **Outstanding** 11-18 Church of England high school (SIAMS 2016-17).

The successful candidate will join a joyful, flourishing and thriving school. The staff are hard-working, reflective and collegiate in approach. Our pupils are a delight and parents are very supportive. St Christopher's is a rewarding place to work and to develop professionally. The school engenders real loyalty from all who are associated with it.

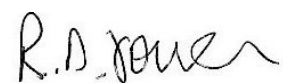
The application form should be completed electronically and emailed to **head@st-christophers.org**, marked for the attention of Mrs Walsh, my PA. It should be accompanied with a supporting letter of not more than two sides of A4 paper, in 11 point font, explaining your suitability for the post, including reference to your skills, experience and a flavour of your vision for working at St Christopher's.

The closing date for applications is **Monday 17th April 2023 (12noon)** and interviews are planned for **week commencing the 24th April 2023**.

If you would like to find out more about the school or position, or to organise a visit, please feel free to email my PA at the above address.

I took up my present position at St Christopher's in September 2013 and know all too well the time and commitment required to go through the application process for a new post. If, having considered the supporting documents you feel you have the necessary qualities we require, I would be delighted to receive your application.

Yours sincerely,



R D Jones
Headmaster



"The clear Christian vision of the senior management team (SMT), ably led by the headteacher and well supported by governors and the director of spirituality, ensures that the academy is a caring and inclusive community in which learners flourish as 'children of God'."

ABOUT ST CHRISTOPHER'S

Introduction

St Christopher's is a highly successful and popular 11-18 co-educational Church of England academy with 1,300 pupils and students on roll. We are situated in the Lancashire town of Accrington close to the Ribble Valley. Good motorway links mean that Preston, Burnley, Blackburn, Manchester, and North Yorkshire are all within a 30-40 minute car journey. The school is situated in a pleasant setting with views towards Pendle Hill.

Our pupils come from a wide catchment area. Pupils join us in Year 7 from over fifty primary schools, and the sixth form receives students from around thirty secondary schools. We enjoy an enviable reputation, built-up over many years, for providing high quality education for a comprehensive intake of pupils. Our reputation means that we are a popular school, and always over-subscribed. However, we do not allow ourselves to become complacent, always striving for higher standards in all areas. This year, for example, well over 800 applications were received for the 195 on offer. Ten per cent of our pupils are eligible for the Pupil Premium and 3% are from minority ethnic groups.

Our teaching comprises of 80 teachers and 12 teaching assistants. The core Senior Leadership Team is substantively the headmaster, one Deputy Headteacher, two Senior Assistant Headteachers, two Assistant Headteachers, and the school Business Manager.

The school's commitment to learning extends to staff as well as pupils; there is a well-developed support structure for early career teachers and other new members of staff, and a strong culture of ongoing professional development among our teaching and support staff. We are continually looking to develop and further improve the quality of teaching and teachers are encouraged to think deeply about how pupils learn. Whilst we appreciate the contribution that technology can play in assisting learning, we remain committed to the idea that it is the teacher who makes the difference.

Academic results

Our pupils achieve very well, and all move on to high quality destinations. This year over 80% Year 11 pupils gained 5+ GCSE passes at grades 9-4, including English and mathematics. Our Sixth Form, which opened in 2010 and now has over 300 students studying A-level, achieved impressive results, with 87% of students gaining A*-C. Attainment and progress are at record levels.

The school has grown significantly in recent years, but this period of change has been managed without compromising the high standards of pastoral care and academic achievement for which we are well known.

Curriculum

We offer a genuinely broad and balanced curriculum to all year groups rooted in a strong and coherently expressed sense of educational purpose and intent. Pupils acquire the skills, concepts, knowledge, and skills necessary to prepare them to take place their place as active and successful citizens of the 21st century.

At Key Stage 3, subjects are taught according to the National Curriculum guidelines and a wide range of proven learning styles are used to ensure that all pupils are engaged and able to progress. Teachers use their expertise to identify the key knowledge that pupils need, and this helps pupils to strengthen their knowledge and deepen their understanding.

In Years 10 and 11, all pupils follow a core curriculum of English, mathematics, science, RE, PSHE and RE. In addition, pupils select courses from a wide range of GCSE options. Pupils are encouraged to study the EBacc suite of qualifications, with the most able following separate science courses.



Nearly thirty A-level courses are offered in the Sixth Form. Most students continue to study four subjects for most of the Lower Sixth and continue with three of these in the Upper Sixth. All sixth formers participate in our extensive enrichment programme. A wide range of options are available including pre-professional work experience, sports academies, archery, and dance. Most students progress to university with many making successful applications to Russell Group universities including Oxford and Cambridge.

The curriculum is based around five sixty-minute periods per day, organised as a two-week 48 lesson timetable.

Extra-curricular activities

Pupils are encouraged to participate in a wide range of extra-curricular activities including the largest school-based Duke of Edinburgh Award Scheme in Lancashire, an award winning eco group, and a vibrant music department which enjoys a national reputation. Opportunities for foreign travel are numerous, including, in recent years, visits to India, Iceland, USA, Paris, Rome and Barcelona.

All staff are encouraged to participate to the extra-curricular life of the school and contribute in any way they can.

Pastoral care

The Heads of Year and Form Teachers (Personal Tutors in the Sixth Form) have responsibility for the welfare, academic progress, and discipline of the pupils in their care. Time is set aside each day to enable form teachers to get to know each pupil as an individual.

Pupils are offered many opportunities to accept positions of responsibility in addition to the senior roles of prefect, Head Boy, and Head Girl. Pupil Voice is active and encouraged and most notable through the work of an active School Council.

Spiritual care and worship

St Christopher's opened in 1958 to educate the children of Church going families of east Lancashire. Admission to the main school is primarily based on parental patterns of worship at churches recognised by Churches Together or the Evangelical Alliance.

The school motto of 'Ad Gloriam Dei' informs all that we do. We try to establish caring attitudes and lasting values through worship and work done in the classroom, as well as, on a more practical level, supporting charitable appeals.

Each school day begins with an act of worship within the Anglican tradition. A Chaplaincy Team supports our worship and pastoral work, each year group having its own chaplain.

At the last SIAMS inspection (2016) the school was judged **Outstanding in all areas**.

Ofsted

The school was inspected by Ofsted in December 2016 and was judged to be Good with several Outstanding areas. Inspectors reached some telling judgements.

- **'Leaders have created an ambitious culture. Pupils are expected to become the best they can be, both academically and socially.'**
- **'Pupils' attendance is excellent.'**
- **'The work the school does to keep pupils safe is exemplary.'**
- **'The behaviour of pupils is outstanding.'**
- **'Tolerance and respect are strongly evident throughout the harmonious school community and the warm and inclusive ethos permeates every aspect of the school's work.'**
- **'Pupils are proud of their school. Pupils of all abilities demonstrate resilience and enthusiasm in lessons.'**
- **'Attainment is at record levels.'**

These judgements were confirmed in our Section 8 report which was published in May 2022.

We all work hard to ensure that every child at St Christopher's is known, supported and challenged. In the words of one of our former students ...

"I am still not sure what I want to be but after studying at St Christopher's I know who I want to be."

"St Christopher's Christian virtues give all pupils a caring, structured environment in which we flourish into capable and successful young adults. Our school ethos establishes a compassionate atmosphere that guides us to become positive, appreciative members of the St. Christopher's family."

JOB DESCRIPTION

Post Title: Teaching Assistant Level 3 (TA3)

Scale: Grade 6 (Spine Point 11-19)

NJC Conditions: Term Time +5 Days / 24 hours per week / Permanent

Actual Starting Salary: £13,480 - £15,609pa (FTE* = £24,054 - £27,852pa)

Responsible to: Ms S Holmes, SENDCO

Main Purpose

To work with teachers and SENDCO in a collaborative way, to meet the academic, social and emotional needs of individuals and small groups of pupils with SEND.

To work under the guidance and supervision of teaching staff or the school SENDCO to implement agreed work programmes with individuals and small groups in or out of the classroom. This could include programmes requiring detailed and specialist knowledge in particular areas.

The role will involve assisting the teacher in the planning, development and management of resources that are required to meet the needs of pupils with SEND.

May also supervise whole classes occasionally (e.g. during short-term absence of teacher).

Main Activities

In addition to the following duties, the postholder may be required to undertake any of the duties normally associated with a TA3 post.

Support for Pupils

- Use specialist knowledge and skills to support pupils with SEND in a mainstream secondary school.
- Work collaboratively with the teacher or SENDCO in the planning, development, delivery and evaluation of learning activities and interventions.
- Promote the inclusion and acceptance of all pupils within the classroom.
- Support pupils consistently whilst recognising and responding to their individual, complex needs.
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance or self-regulation.
- Provide effective feedback to pupils and their teachers in relation to progress and achievement.

Support for the School

- Assist in providing an atmosphere in which effective learning can take place for all pupils and students.
- Support the promotion of positive relationships with parents, carers and outside agencies.
- Attend CPD / staff training / INSET days, promotional events and school trips and visits as required.

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- Work within and have a commitment to school policies and procedures at all times, including those relating to safeguarding of pupils and staff.
 - Take care of their own and other peoples' health and safety.
 - Be aware of the confidential nature of issues related to home / pupil / teacher / school.
 - Commitment to the Christian values and ethos of the school.

Support for the Curriculum

- Assist in the delivery of an inclusive, holistic curriculum that prepares young people for their transition to adulthood and chosen career.
- First aid certificate or minibuss driving license.

Equal Opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and Safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must cooperate with us to apply the school's health and safety policy.

Safeguarding Commitment

We are committed to protecting and promoting the welfare and children and young people. All successful applicants will be subject to an enhanced DBS disclosure.

This job description will be reviewed regularly and may be changed, in consultation with the post-holder, to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade in line with the school's changing needs.

The appointment is subject to the current conditions of employment of deputy headteachers contained in the School Teachers' Pay and Conditions document, other current educational and employment legislation, relevant teacher and headteacher standards.

* FTE = Full-time Equivalent

"St Christopher's offers a friendly and supportive environment, where teachers strive to support each individual pupil to fulfil their potential. The varied curriculum and rich opportunities provided ensure that pupils flourish both socially and academically."

PERSON SPECIFICATION

Criteria to be determined from application form and supporting statement.

Qualifications

- NVQ/BTEC level 3 or above qualification appropriate to the post (or equivalent) **E**
- GCSE Grade 4 / Level 2 qualification in English and Maths **E**

Knowledge/skills/abilities

- Ability to develop and adapt curriculum resources to scaffold learning tasks and activities, ensuring full participation and inclusion of pupils with SEND **E**
- Ability to deliver specialist interventions to support academic progress and meet social, emotional and communication needs **E**
- Ability to assess pupil achievement and report quantitative and qualitative assessment data to teachers and leaders **E**
- Ability to form positive working relationships with secondary age pupils **E**
- Good written and verbal communication skills alongside the ability to effectively use ICT **E**
- Time management skills and the ability to organise and prioritise workload in a busy working environment **E**
- Ability to work as part of a team **E**
- Knowledge of the concept of confidentiality **E**
- Knowledge of classroom roles and responsibilities **D**

E = Essential | **D** = Desirable

Confidential references

- Professional references should show a strong level of professional support and a positive recommendation from the applicant’s current employer.

“I was a bit nervous on my first day, but afterwards I knew that somebody would always be there for me if I needed help.”