



Robertsbridge
Community College

Part of the



TEACHING ASSISTANT (MAINSTREAM)

Fixed Term Contract
Candidate Recruitment Pack



Welcome



Robertsbridge
Community College

From the Headteacher Robertsbridge Community College

Dear Applicant

Thank you for your interest in joining Robertsbridge Community College. It is my absolute privilege to lead this remarkable school as we move into the next stage of our rapid improvement journey.

Robertsbridge is a small, friendly 11–16 community school set in the beautiful Sussex countryside, serving both our local village and the surrounding areas. Our size is one of our greatest strengths: it allows us to know every student as an individual, while still offering a rich and ambitious curriculum.

In March 2025, Robertsbridge proudly joined the Aquinas Education Trust, a strong family of schools based across Bromley and East Sussex. Being part of this trust provides our staff with exceptional professional development and career progression opportunities, as well as the chance to collaborate with passionate, like-minded colleagues who share our commitment to excellence.

At Robertsbridge, we are dedicated to helping every student develop the knowledge, character, and skills they need to succeed, both in school and in life. We achieve this through a combination of high expectations, strong support, and a culture where every child is encouraged to aim high and believe in their potential. You will be joining a team of staff who are deeply committed to our students, our community, and to achieving the very best outcomes for all.

Our values of Ambition, Pride, and Respect underpin everything we do. They are not simply words on a wall; they shape our decisions, our relationships, and our daily practice. We expect our students to live these values, and we hold ourselves to the same standard.

The foundation of our improvement journey is ensuring that every student experiences consistently high-quality teaching and learning. We invest heavily in a robust internal professional development programme and maintain strong behaviour systems that enable teachers to teach and students to learn. Our behaviour policy is rooted in a 'warm strict' ethos, unapologetically high standards delivered with fairness, consistency, and mutual respect.

This is an exciting time to join Robertsbridge Community College. We are ambitious for our students, our staff, and our community, and we are determined to become a school that everyone connected to Robertsbridge can be truly proud of.

Thank you once again for your interest. I warmly encourage you to visit us, meet our staff and students, and see our values in action.

Yours sincerely

Mr J Pratt
Headteacher



***Our shared vision of
Life Transforming Learning
places our values at the
heart of all we do***



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Safeguarding Statement

The Aquinas Church Of England Education Trust is committed to safeguarding and promoting the welfare of children. We expect all staff, Aquinas Advisory Council members, volunteers and visitors to share this commitment.



About Robertsbridge Community College

Robertsbridge Community College is a happy, welcoming and inclusive 11-16 school situated within a thriving village in a beautiful part of East Sussex. Robertsbridge lies approximately 10 miles north of Hastings and 13 miles south-east of Tunbridge Wells. The village is well connected with a main railway line from Hastings to London, and to the A21 trunk road.

Our Vision and Values

Robertsbridge Community College is embarking on an exciting new chapter in its journey of improvement. With a renewed vision and a clear focus on raising standards, we are committed to ensuring that every pupil thrives academically and personally. At the heart of this transformation are our values: Ambition, Pride, and Respect. These principles guide everything we do, shaping the culture of our school and the aspirations we hold for our young people.

Our Values in Action

- Ambition – We set high expectations for ourselves and our pupils, striving for excellence in every aspect of school life.
- Pride – We take pride in our achievements, our school, and our community, celebrating success and fostering a strong sense of belonging.
- Respect – We value diversity, kindness, and integrity, ensuring that every member of our community feels safe, supported, and respected.

Our People

Staff at Robertsbridge are passionate and committed to providing the best possible experience for our students. We are reflective, outward facing professionals committed to exploring how we can make the Robertsbridge experience even better. Every member of staff is on their own learning journey, and we are committed to growing and nurturing everyone in the school community within a learning culture



Our Journey

The school has experienced a period of change and improvement as we work tirelessly to further develop our work in response to our last OFSTED report. Our 2024 GCSE results were the best results we have achieved for five years and are clear evidence that Robertsbridge is going from strength-to-strength on our improvement journey.

About Aquinas Church Of England Education Trust



Established in 2013, the Trust was founded as a natural development of positive relationships built between neighbouring Church of England schools; initially in the Bromley area. In November 2018, we added two community schools to our family, Rye College and Rye Community Primary School in East Sussex.



We have a shared vision of Life Transforming Learning that places our values at the heart of all we do. Our values, founded on Christian principles, have excellence at their heart. We invest in teaching and leadership so that we deliver highly effective learning across the Trust. We believe in learning from and growing through the rich diversity of backgrounds and beliefs.



All Schools within Aquinas collaborate to share their professional expertise and partner with the wider community so all can flourish. We take collective responsibility for those in our schools; working together to pool our energy to find solutions to problems that arise to remove barriers that may prevent success.

At Aquinas, we work together so that our learners have an exceptional education; one where individuality is celebrated, talents are nurtured and progress is sustained from early years to Post 16.



Our Academies

Since our first primary and secondary schools came together, a further ten schools have joined us. We now have twelve academies (three secondaries), with over 700 colleagues, and almost 5000 children and young people in our care.



Bishop Justus
CE School



Cudham
CE Primary
School



Keston
CE Primary
School



Parish
CE Primary
School



Robertsbridge
Community
College



Rye College



Rye Community
Primary School



St George's
CE Primary
School



St John's
CE Primary
School



St Mark's
CE Primary
School



St Nicholas
CE Primary
School



Trinity
CE Primary
School

The Teaching Assistant (Mainstream) Role - Fixed Term Contract

Grade: ES3.7 (£25,614 p.a. FTE)

Actual Pro Rata Salary: £19,266.80 per annum

Hours: 32.5 hours per week (term time only), Monday to Friday 08:30 - 15:30

Contract: Fixed term until 31 August 2027

Reports to: SEND Practitioner

Start Date: As soon as possible

We are seeking to appoint an enthusiastic, energetic and adaptable Teaching Assistant (Mainstream) to join our highly-motivated team on a fixed term basis.

Our aim is to challenge every learner to exceed their own expectations of themselves; create a can-do culture and the resilience to excel; include all members of our community through shared endeavour; and nurture diverse skills, talents and abilities whilst celebrating excellence.

Our ideal candidate will:

- Have experience or interest in working in an educational setting;
- Have experience of working with SEND learners with autism and SPLD needs;
- Multi-task under pressure and juggle many tasks at once;
- Have excellent organisational skills with the ability to effectively prioritise workload;
- Have excellent face to face customer service skills or experience;
- Pay attention to detail, pick up on oversights and rectify problems before they arise;
- Act with discretion, handling extremely confidential information;
- Demonstrate a willingness to become involved in the life of the organisation;
- Be enthusiastic, energetic and open to innovation;
- Have integrity, optimism and a good sense of humour;
- Possess effective communication skills and be emotionally intelligent;
- Possess effective ICT skills and be open to new uses of technology in the workplace;
- Have good communication skills with the ability to work as part of a team; and
- Be dedicated and flexible, with commitment to continual improvement.

In return, we offer:

- A workplace that is future focused with potential for professional growth as we continue to grow;
- A skilled and experienced team of professionals;
- 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 motivated leadership team leading rapid improvement to the pupils life chances.



Job Description

Purpose of the Role

The main purpose of the role is to:

- Support the teacher in the classroom and in preparation for lessons.
- Support children in their educational and social development.
- Provide extra support for students with special educational needs or disabilities.
- Provide extra support for students with English as an additional language.

The following list of responsibilities and duties are not exhaustive.

Summary of Responsibilities and Duties

Support for Students

- Use specialist (curricular/learning) skills/training/experience to support students.
- Assist with the development and implementation of provision maps.
- Establish productive working relationships with students, acting as a role model and setting high expectations.
- Promote the inclusion and acceptance of all students within the classroom.
- Support students consistently whilst recognising and responding to their individual needs.
- Encourage students to interact and work co-operatively with others and engage all students in activities.
- Promote independence and employ strategies to recognise and reward achievement of self-reliance.
- Provide feedback to students in relation to progress and achievement.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.

Support for Teachers

- Work with teachers to establish an appropriate learning environment.
- Work with teachers in lesson planning, evaluating and adjusting work/plans as appropriate.

Support for SENDCo/SEND Team

- Monitor and evaluate students' responses to learning activities through observation and planned recording of achievement against pre-determined learning objectives.
- Provide objective and accurate feedback and reports as required, to the teacher or SENDCo on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- Be responsible for keeping and updating records as agreed with the teacher or line manager/SENDCo, contributing to reviews of systems/records as requested.
- Promote positive values, attitudes and good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage students to take responsibility for their own behaviour.
- Liaise sensitively and effectively with parents/carers as agreed with your line manager/SENDCo within your role and participate in feedback sessions/meetings with parents with, or as directed.
- Administer and assess routine tests and invigilate exams/tests.
- Provide general clerical/admin support e.g. administer coursework, produce worksheets for agreed activities etc.

Support for Curriculum

- Implement agreed learning activities/teaching programmes, adjusting activities according to pupil responses/needs.
- 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.

Job Description

- Support the use of ICT in learning activities and develop students' competence and independence in its use.
- Supporting and/or running interventions for academic, social and/or emotional needs.
- Help students to access learning activities through specialist support.
- Determine the need for, prepare and maintain general and specialist equipment resources.

Support for the School

- Awareness of the school's educational and behavioural policies for developing students.
- Work within predetermined guidance, policies, procedures and teachers' guidance.
- Assist with the supervision of students out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Attend weekly meetings and discussions, which contribute to the overall ethos/work/aims of the school.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, reporting all concerns to the appropriate person as agreed.
- Be aware of and support diversity and ensure all students have equal access to opportunities to learn and develop.
- Appreciate and support the work of other professionals.
- Participate in training and other learning activities and performance development as required
- Undertake any other duties commensurate with the level of the post, as required.

Resources

- To create and maintain a working area that is a pleasant, tidy and well organised working environment.
- To ensure that equipment and other resources are properly cared for.
- To take care of equipment and furniture with any damage or defects to fabric or equipment are reported to the class teacher and/or Head teacher as appropriate.
- Use basic first aid equipment as required.

Note: This job description is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. The post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

Child Protection and Safeguarding Policy

It is the post holder's responsibility for promoting and safeguarding the welfare of children. You will comply with the College's Child Protection and Safeguarding Policy, and the requirement to report to the Child Protection Officer any concerns relating to the safety or welfare of children.

This 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 job description sets out the duties of the post at the time when it was drawn up. Such duties may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot of themselves justify a reconsideration of the grading of the post.

Teaching Assistant (Mainstream) Person Specification

Qualifications

- Basic Skills qualification (numeracy/literacy skills)
- NVQ 3 in teaching assistant or equivalent qualification or experience
- Safeguarding Training (training can be provided once in post)
- First aid training/training in specific medical procedures as appropriate (desirable)
- Positive Handling training (desirable)

Experience and Relevant Knowledge

- Experience of working with children of relevant age
- Experience of working with children with SEN
- Experience of working with students with challenging behaviour (desirable)
- A working knowledge of the national curriculum
- An understanding of principles of child development and learning processes
- An understanding of the school's procedures relating to first aid, medical emergencies and safeguarding
- An understanding of school's behaviour management and equality policies
- An understanding of school roles and responsibilities and own position within these

Skills/Abilities

- Ability to work well with children and adults
- Ability to work closely as part of a team to develop good relationships and make an effective contribution to high morale
- Ability to use effective strategies for managing and promoting good behaviour
- Ability to contribute to the school's ethos and promote the school's aims positively
- Ability to relate to and communicate effectively with other staff members
- Ability to use ICT effectively to support learning

Teaching Assistant (Mainstream) Person Specification

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 you may be exposed in relation to the post you are applying for. This information will help you, if successful in your application, to 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.

Function	Applicable to role
Using display screen equipment	Yes
Working with children/vulnerable adults	Yes
Moving & handling operations	No
Occupational Driving	No
Lone Working	No
Working at height	No
Shift / night work	No
Working with hazardous substances	No
Using power tools	No
Exposure to noise and /or vibration	No
Food handling	No
Exposure to blood /body fluids	No

How to Apply



Please send your application, outlining your suitability for the role against the Teaching Assistant (Mainstream) person specification and job description, by email to Lauren Myburgh (HR Manager) on Imyburgh@robertsbridge.org.uk.

Closing date for applications: **Monday 21 September 2026, 9am***

Interview date to be confirmed

Alternatively, submit your application to the HR Officer, Aquinas, Magpie Hall Lane, Bromley, BR2 8HZ.

Visits to the school are welcomed. For further information about the role or to arrange a visit please contact Lauren Myburgh (HR Manager) on Imyburgh@robertsbridge.org.uk

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 their application.



*We reserve the right to interview and appoint at any stage during the recruitment process.



Thank you for your interest in becoming a Teaching Assistant (Mainstream) in our school.

Contact Details

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www.robertsbridge.org.uk

aquinas.recruitment@aquinatrust.org
