Chipping Sodbury School

Respect, integrity, aspiration and responsibility

Higher Level Teaching Assistant

Recruitment Pack

CHIPPING SODBURY SCHOOL
T: 01454 862900
enquiries@chippingsodburyschool.com
www.chippingsodburyschool.com

A charitable company limited by guarantee, registered in England & Wales, as Athelstan Trust Company No: 7699625

Welcome to the Athelstan Trust.

Our Multi-Academy Trust is an organisation in which children, staff and parents can feel part of a caring, collaborative and excellent community.

We are a Multi-Academy Trust of six secondary schools and four primary schools across Wiltshire, Gloucestershire and South Gloucestershire. We were excited to welcome two new primary schools in the last few months and from October 2025 another secondary school. This will further enrich our collaborative strengths.

Established in 2015, the Athelstan Trust aims to achieve the best for, and from, each child. We enable each child to realise their full academic, creative and physical potential and to develop positive social and moral values.

Believing that successful schools are rooted in their local community, we respect and value the individual nature and ethos of our schools while knowing we are more effective when we work together and support each other. Celebrating spiritual and creative diversity, success, and lifelong learning is important to us. We are inclusive and collaborative and promote a culture of openness and integrity.

We are absolutely committed to raising educational standards for all the children in our schools. We believe in developing the talents and skills of all our staff and students.

We seek applicants who share our vision and values.

We look forward to receiving your application.

Best wishes,

Matthew Evans

Chief Executive Officer

The Athelstan Trust

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Our Philosophy as an Employer

The Athelstan Trust is absolutely committed to raising educational standards for all the children in our schools. In order to do this, we need to recruit the best staff who are committed to our vision and values.

We aim to be the employer of choice in our area and genuinely believe that all roles in our organisation can be carried out within a flexible working model. Working in schools should be seen as part of a rich, fulfilling life and not a barrier to it. We will always consider a flexible working option for every post.

We understand that we need to support staff to achieve our goals and have in place a professional development programme that offers internal and external opportunities to develop the talents and skills of all our staff.

Why work for us?

- Internal career opportunities
- Personalised professional development and training
- Employee Assistance Programme
- Flexible working opportunities and a genuine commitment to family and work/life balance
- Nationally negotiated cost of living pay
- Automatic enrolment to the teacher or local government pension schemes
- Generous holiday allowance for support staff
- Recognition of local government continuous service
- Cycle to Work Scheme
- Discounts at local leisure centres

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Dear Applicant,

Thank you for your interest in this post. I am delighted to introduce you to Chipping Sodbury School and do hope that you will find this application pack along with our website helpful. I know that this information will convey to you the immense sense of pride that we hold for our school and our community.

Chipping Sodbury School is an institution built on strong core values. Developing Aspiration, Respect, Responsibility and Integrity are at the heart of all that we do both for our students and our colleagues. It is these values which have developed so many young people and staff over the years and provided them with the opportunities to grow into successful individuals within the local community and beyond. They are at the forefront of our mission to aim for brilliance in all we do.

The origin of the school dates back to the Middle Ages when it was set up as an Endowed School to provide free education for the townspeople. It has gone through many transformations since then which have involved it becoming a Grammar School, a Comprehensive School in 1970, a Cooperative School in 2013 and now a partner school within The Athelstan Trust. Whilst there have been changes over the years, the history remains central to the school's values and ethos. The Endowed Foundation still provides support for students and is an important part of the school.

We believe in providing students with the very best opportunities through achieving the strongest educational outcomes as well as ensuring we develop their character and sense of self. To do this we have the highest of expectations in all that we do for our young people. High expectations of their potential, high expectations of their engagement in lessons and the wider school, high expectations of behaviour and conduct and crucially high expectations of ourselves as educators- working together to ensure we provide the very best experiences for our young people. We are committed to challenging and engaging lessons, ensuring that our staff body is provided with high quality CPD that is evidence informed and that we celebrate staff for their hard work. Our approach to behaviour prioritises relationships, supporting our students in making the right choices through having clear, consistent expectations and an emphasis placed on kindness and respect in all our interactions.

We are passionate about collaboration both across the Trust and beyond. The school has strong links with the local primary schools and we have long standing partnerships with local secondary schools, often working with one another to ensure the needs of our local communities are met. As part of the Trust, our staff are afforded opportunities to work with and even deliver sessions to colleagues across the Trust which is hugely beneficial to their own development.

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Our school is located on the edge of the Cotswolds, close to both Bristol and Bath and has great access via the M4 motorway which provides strong options for commuting for staff. This has resulted in Chipping Sodbury being able to recruit some of the best professionals from across the region. It also provides great opportunities for student learning outside of the classroom. Experiences such as theatre visits, outdoor education, musical experiences and exploration of the arts is central to the wider curriculum.

In April 2021, Chipping Sodbury School joined The Athelstan Trust. A great deal of research and deliberation had gone into this strategic decision. Governors and school leaders were committed to join a multi-academy trust whereby values aligned and there is a culture of genuine collaboration with a focus on school improvement and mutual support. We have been delighted with this move which has already reaped many benefits, including broadening professional development opportunities for staff and securing a wide range of enrichment openings for students. You will find further information about The Athelstan Trust here.

Thank you for your time in exploring this role at our fantastic school. I look forward to receiving your application.

Rob Skipp
Headteacher
Chipping Sodbury School

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JOB DESCRIPTION

POST: **HIGHER LEVEL TEACHING ASSISTANT**

REPORT TO: **SENCO**

SALARY: **NJC SCP 21-24**

HOURS: **32.5 HOURS PER WEEK, TERM TIME ONLY, 39 WEEKS A YEAR**

GENERAL DESCRIPTION OF THE POST:

- To complement the professional work of teaching staff by taking responsibility for designated learning activities with students under an agreed system of supervision in addition to supporting teacher led activities. This will involve taking a lead responsibility for the delivery of defined learning activities.

Main duties and responsibilities:

1. To take a lead role in delivering specified learning activities to individuals or groups of students under an agreed system of supervision. This will include the delivery of learning activities without a teacher present.
2. To provide the relevant members of staff with appropriate feedback and reports on student achievement, progress and development.
3. To promote the inclusion and acceptance of all students within the school. This may include providing specific support to students with special educational needs and disabilities and contributing to the implementation and review of Education Health Care Plans (EHCPs).
4. To use ICT effectively to support learning activities and to develop students' competence and independence in its use.
5. To select, prepare and/or modify resources appropriate to designated learning activities.
6. To undertake appropriate pastoral activities to support students' personal and social needs in accordance with school policies and practices.
7. To participate, where required, in the organisation or provision of supervisory arrangements for students during break times and on out-of-school activities.
8. To comply with and promote whole school policies and procedures, including those relating to child protection, behaviour and health and safety.

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9. To act as an adult role model and support school policies when dealing with students, parents or visitors to the school.
10. To assist with the appraisal process for Teaching Assistants.
11. To attend and participate in relevant events and meetings as directed.
12. To participate in and lead training and other learning activities and performance development as required.
13. To ensure that equality of access and opportunity for all adults and children is promoted, irrespective of gender, attainment, ethnicity or disability.
14. To regularly update systems for identifying, assessing and reviewing learning needs.
15. To identify and adopt the most effective approaches for students with learning needs.
16. To deliver study skills that will develop students' ability to work independently, where required.
17. To keep parents/carers informed about their son/daughter's progress on a regular basis.
18. To quality assure and review alternative provisions for those students who receive education offsite.
19. To regularly report to Line Manager on the individual's progress against school measures.

Teaching and Learning:

1. To work with staff to develop effective ways of bridging barriers to learning through assessment of needs, monitoring student achievement, target setting e.g. Provision Maps.
2. To keep accurate records.
3. To collect and interpret specialist assessment data to inform practice.
4. To work with senior leaders, teachers, teaching assistants and pastoral staff to ensure all students' learning is of equal importance and that there are high and realistic expectations of students.
5. To update student profiles and share information with staff.

Contacts:

- Daily interaction with teaching staff, support staff, students and parents/carers.
- Occasional contact with Local Authority staff, community groups or other agencies, including school advisers, educational psychologists and other specialists.

- These contacts require good interpersonal and communication skills with the ability to use tact and diplomacy and to respect confidentiality.

Equipment:

Use of computer and other audio-visual aids to support the role.

General:

This job description only contains the main duties relating to this post and does not describe in detail all the duties required to carry them out and there will be an expectation that the post holder will carry out other duties that reasonably fall within the general nature of the level of responsibility of the post.

Special notes or conditions:

The post holder will be subject to an Enhanced Disclosure & Barring Service check to satisfy child protection requirements. The post is exempt from the provisions of the Rehabilitation of Offenders Act and all convictions or cautions must be declared. The post holder has a responsibility to promote and safeguard the safety and welfare of children in accordance with the school's child protection policy.

The Athelstan Trust:

There is an expectation of collaboration and resource sharing with other colleagues across the Trust.

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PERSON SPECIFICATION

HIGHER LEVEL TEACHING ASSISTANT

	Requirement	Essential or Desirable
Qualifications, Knowledge & Experience	• Good standard of education – 3 or more GCSEs or equivalent (including maths and English) at Grade C or above. • HLTA Certificate or equivalent qualification in the education of children, eg NVQ Level 3 in Childcare & Education, or QTS • Minimum of 3 years' practical experience of working with young people in Key Stage 3 and 4 in an educational setting. • A thorough understanding of the SEN Code of Practice and its delivery through the Local Authority and school. • An understanding of the examination system, dispensation and implementing strategies to support young people to achieve their potential. • Excellent ICT skills and knowledge of how those skills can support learning.	Essential Essential Essential Essential Essential Essential
Skills/Abilities - Interpersonal	• Excellent interpersonal communication and leadership skills. • Able to work under own initiative, be creative and resourceful and have a flexible 'can-do' approach to challenges.	Essential Essential
Work Related Circumstances	• Willingness to undertake further professional development. • Commitment to equal opportunities • Willingness to engage with and support Chipping Sodbury School as a whole. • Commitment to the school's core values of Respect, Responsibility, Aspiration and Integrity.	Essential Essential Essential Essential

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