



Higher Level Teaching Assistant Prep School (3-13)

Cheltenham College

The College consists of two inter-dependent fee-paying schools within a single executive structure. The Senior School (pupils from 13 – 18), founded in 1841, is the oldest of the Victorian public schools and is predominantly a boarding school of some 700 pupils. College includes a Sixth Form of approximately 300 pupils.

The Prep School is situated on the same campus as Cheltenham College in a beautiful setting with its own sports fields, lake and stunning views of Leckhampton Hill. Originally situated on the main College campus, it moved to its current site in 1908. The Prep is fully co-educational, day and boarding, and takes pupils from 3 to 13, with the majority preparing for Scholarships and Common Entrance for the College. There are over 400 pupils.

Both schools have fine academic records and a considerable reputation for sport, drama and music. In the most recent ISI inspection, both College and The Prep were awarded 'Excellent' across all categories.

The role

To work under the instruction and guidance of teaching and senior staff to undertake work/care/support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils and the classroom. Work may be carried out in the classroom or outside the main teaching.

Job Specification (Main responsibilities and duties)

1. Support for pupils

- Supervise and provide particular support for pupils, including those with special educational needs, ensuring their safety and access to learning activities.
- Establish constructive relationships with pupils and interact with them according to individual needs.
- Encourage pupils to interact with others and engage in activities led by the teacher.
- Set challenging and demanding expectations and promote self-esteem and independence.
- Provide feedback to pupils in relation to progress and achievement under guidance of the teacher.
- In consultation with teaching staff, plan and deliver small group/1:1 intervention programmes.

2. Support for teacher

- Create and maintain a purposeful, orderly and supportive environment, in accordance with lesson objectives, and assist with the celebration and display of pupils' work and organisation of the learning environment.
- Use strategies, in liaison with the teacher, to support pupils to achieve learning objectives and optimise pupil progress.
- Assist with the planning of learning activities.
- Monitor pupils' responses to learning activities and accurately record achievement/progress as directed.
- Provide detailed and regular feedback to teachers on pupil achievement, progress, problems etc.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Establish constructive relationships with parents/carers.
- Administer routine tests and invigilate exams and undertake routine marking of pupils' work.
- Provide clerical/admin support e.g. photocopying, typing, filing etc.

3. Support for the curriculum

- Undertake structured and agreed learning activities/teaching programmes, adjusting activities according to pupil responses.
- Support the use of ICT in learning activities and develop pupils' competence and independence in its use.
- Prepare, maintain and use equipment/resources required to meet the lesson plans/relevant learning activity and assist pupils in their use.

4. Support for the school

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings and school events as required (this will include an FTE equivalent number of Open Mornings and Evenings).
- Participate in training and other learning activities and performance
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Assist with the supervision of pupils with another support staff during the first day of the absence of your class teacher.

Person Specification

- An intuitive, sensitive communicator who is able to: establish productive working relationships with pupils in order to effectively support their learning, liaise effectively with colleagues, providing appropriate levels of support and pupil feedback when needed, to build constructive relationships with parents, guardians and carers, recognising their roles in pupils' learning.
- Able to challenge and motivate pupils, promoting and reinforcing self-esteem.
- A team-player who can contribute effectively to teachers' planning and preparation of lessons and in evaluating pupil's progress through a range of assessment activities
- Able to adapt their way of working for each pupil, differentiating the work to meet pupils' needs and support their access to learning using appropriate strategies and resources
- Can use ICT effectively to support learning and is able to pick up new systems quickly.

Terms and Conditions:

- Salary on College scale, depending on experience
- Hours of work will be part time and up to 17.5 hours per week (Monday to Friday, Term Time only). Exact hours to be confirmed at interview.
- This is a fixed term role linked to government funding. Should the funding cease, the role will conclude.
- Use of College sports facilities (at staff allocated times)
- College pension scheme after qualifying period
- Subsidised Health Scheme Membership (Benenden)
- Discounts for College Staff at local retailers and businesses

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