



Salesian

Enlightening minds, uplifting hearts

Teaching Assistant



Starting Your Salesian Journey

Being Salesian

Through our work at Salesian we aim to build the Kingdom of God here on Earth and in doing so make the world a better place. I start with this as it sums up our whole approach to education. We place Christ right at the centre of the lives of the children, we remove barriers to learning, we challenge students to aim for the stars and we treat every child and member of staff with loving kindness.

About 200 years ago a priest in Turin noticed there were many vulnerable young children roaming the streets after dark. He would say regularly that young people were those of greatest potential but also of greatest vulnerability. He felt that something needed to be done to help these young, and so he took action. This priest's name was Don Bosco whose decision on that day to do something to help those young people was, in effect, the start of the Salesian order.

The church hall he had welcomed the young children into back then became *The Oratory*, the first Salesian 'school'. Here he grew the children in the light of God, developing the whole child through both academic study and activity and play.

Today we still use the same principles Don Bosco used then, as captured in this video: [Us and the Kingdom we Build](#). He would often say '...it was not good enough to love the young people they need to know they were loved'. He would tell his priests they needed to 'meet the young people where they are'. What he meant by all of this was it was not good enough for his team just to teach the young, they needed to be with them during break, to play sport with them, to support them after class and to inhabit their space. In doing so he felt that strong relationships were developed upon which great things could be built. We do just the same today.

We also maintain the same high standards he did back then. Expectations are high of the young people in terms of both achievement and conduct.

I truly believe that being part of Salesian school and college is special and is different from anywhere else. This video explains that idea in a bit more detail: [Being Salesian](#).

Being Salesian is about being faithful, dedicated and aspirational and as staff at the school is about growing amazing young people. As an old proverb says 'A society grows great when people grow trees, the shade of which they will never sit under'. This is exactly the job we do with the children here at Salesian.

Our School

Salesian is a co-educational 11-18 Catholic comprehensive school and is part of the Xavier Catholic Education Trust.

Standards at the school are very high and students achieve exceptionally well. In last year's GCSE examinations 46% of all grades were 7-9, 94% 4-9 and our overall Progress 8 was +0.8, with EHCP P8 0.86 and disadvantaged students P8 0.71. At A' level 41% of grades were A*-A and 74% A*-B.

The school has 1900 students and is situated on two sites approximately one mile apart, near to the centre of Chertsey. The main school is situated at Guildford Road and our Sixth Form College has 467 students on its own site at Highfield Road.

A great deal of emphasis is placed on the co-curricular life at Salesian and outside the formal curriculum there are numerous opportunities for students to take part in a wide range of activities - drama, sport, music, exchanges, away days, Duke of Edinburgh, retreats and trips.

We work hard to ensure that staff and students are well looked after but we also set exceedingly high expectations of everyone at the school and underperformance is always challenged. When you get the balance right between challenge and support you get great teaching, when you have great teaching, the school becomes heavily oversubscribed and when this is the case parents believe in what you are trying to do and support you in doing it.

Salesian was designated as a Teaching School in September 2014 (since becoming a Teaching School Hub) in recognition of our track record of success in training teachers and supporting schools in difficulty. The Teaching School Hub offers a range of exciting opportunities for staff to engage in professional development and school-to-school support activities. Since 2015 we have been accrediting our own trainee teachers as part of the Teach South East SCITT partnership.

Candidates are welcome to contact the school to find out more information about specific departments or pay us a visit. We take recruitment very seriously and want to do all we can to find the best staff for our students.

I believe Salesian is a fantastic place to work and I am excited about the prospect of appointing a colleague with whom we can work closely in order to drive the school forward. I am hoping that you will be that person.

God bless,

Paul Gower | Headteacher



Teaching Assistant

To commence:

Salary: £23,576 pro-rated over 39 weeks per year / 36 hours a week

Closing date for applications: - Applications will be reviewed on submission until 24th February 2026

Interviews will take place week commencing 2nd March 2026

Responsible to: Head of SENCO

Working in partnership with : Head of Centre, Class Teachers, Leadership Team Higher Level Teaching Assistants, and other Teaching Assistants

Person Specification

- Basic IT skills
- Able to follow instructions
- Able to plan and prioritise regular and irregular tasks
- Able to clarify and explain instructions to pupils
- Able to communicate effectively with pupils
- Able to motivate pupils to learn
- Able to assist with the organisation of the learning environment
- Able to undertake routine tasks under the direction of a teacher
- Craft skills
- Able to maintain records and pupil files
- Able to work effectively with adult team members
- Maintains **Confidentiality inside and outside the workplace**

Responsibilities in relation to Mainstream Support

To support teachers with their responsibility for the development and education of children in schools. Uses routine supervision and care skills to support pupils.

To provide Keyworker support to individual pupils, this may be across and extended school day.

To have a flexible and sympathetic approach that takes into consideration the sensory and social communication needs of students with autism.



Under the direction and supervision of the teacher:

- Assists in the delivery of educational work programmes by participating in day-to-day learning activities
- Discuss with and reports back to the teacher on the planning and assessment of pupil work
- Organises and maintains the learning environment (displays and resources)
- Works as part of a team to ensure that the well being, behaviour and personal development of pupils enhances their learning opportunities and life skills
- Maintains confidentiality inside and outside workplace
- Understands and applies school policies

Responsibilities in relation to Special Needs Support: Level 1

Supports the teacher with their responsibility for the development and education of pupils with **special needs**.

Uses ASD specific supervision and care skills to support pupils, **including** those who have **physical, emotional or educational needs**.

Under the direction and supervision of the teacher:

- **Assists in the delivery of individual work programmes** for pupils with statements of special educational needs using agreed ASD strategies
- **Monitors progress** and **contributes to future planning**
- Works with small groups of pupils as required
- Organises and maintains the learning environment (displays and resources)
- Liaise with parents in keyworker role to support continuity of approach between home and school where possible

Level 2 post holders should demonstrate the competencies identified for the Level 1 posts listed above, together with additional competencies from the list below:

- Develops and uses specialist skills in, for example, literacy, numeracy or science, to contribute to pupil learning
- Assists with planning, preparation and development of work programmes for individuals and groups of pupils and prepares resources to support learning activities
- Monitors and evaluates pupil progress and reports on this to the class teacher/Head of Learning Support
- Discusses with the teacher/Head of centre and contributes to curriculum and classroom planning
- Works as part of a team to ensure that the wellbeing, social and personal development of pupils enhances learning opportunities and life skills
- Organises and maintains the learning environment and takes responsibility for specific aspects of class organisation and administration
- Works as part of a team to ensure that the wellbeing, behaviour and personal development of the pupil(s) enhances learning opportunities and life skills
- Maintains **confidentiality inside and outside the workplace**
- Under the guidance of the Head of Centre to plan learning activities to suit pupil ability
- Able to develop specific knowledge and expertise to work with groups of pupils to deliver aspects of the curriculum
- Able to plan and organise learning activities for pupils, in liaison with the Head of Centre
- Able to prepare resources for teaching and learning activities
- Able to contribute to discussion on curriculum delivery and classroom planning
- Able to think through and implement strategies to enhance pupil learning, in liaison with the Head of Learning Support
- Able to plan and organise own work schedule, **in liaison with the Head of Centre**
- Able to undertake administrative procedures as required by the Head of Centre

Other:

- To undertake any other duties, commensurate with the grade, as reasonably requested by the Headteacher

Supervision Arrangements:

- Yearly formal review of performance with Head of Centre
- Yearly informal review of performance with Head of Centre
- Termly departmental meeting with Head of Learning Support & Head of Centre
- Observation of classroom and individual support work by Head of Centre

Continuing Professional Development:

- To develop SEN and Autism specific knowledge and understanding through the Surrey and NAS CPD programmes. To take responsibility for your broader personal professional development, in conjunction with the line manager, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school

Salesian School is committed to safeguarding and promoting the welfare of children. Enhanced DBS checks will be sought prior to appointment